

THE BUSINESS EDUCATION WORLD

VOL. XVIII

NOVEMBER, 1937

NO. 3

Plateaus Can Be Prevented

WILLIAM R. FOSTER

FORTY years ago "plateau" was started on its psychological application to skill subjects by Bryan and Harter in their since much quoted experiments with the telegraphic language.

A great deal of water has since gone over the psychological dam. Recently, the Gestalt school has shot full of holes some of the old psychological theories still advocated as gospel truths even in some late typewriting methods texts. The plateau is one of these old theories. Nobody denies that plateaus exist; only their necessity and prevention are in question among teachers.

In passing, note that a plateau is not necessarily represented graphically by that flat line its physical counterpart would seem to require. The line may jump wildly up and down from 35 to 60 words a minute, and still represent a plateau around 46 words. In other words, plateaus are often highly difficult to spot.

If the existence of plateaus is undisputed, shouldn't they be necessary? It was once thought that all learning curves showed that this period of lack of progress occurred at a definite point. But as it has been found that plateaus did not always occur—certainly not uniformly at the

same place in the curve—plateaus cannot be considered necessary. Just because a certain disease may be prevalent, we do not assume that everybody must contract that disease—and at the same age. No; nowadays we try to keep our youngsters from being exposed to children's diseases.

What can we typing teachers do to keep our pupils from having plateaus? Snoddy¹ found one of the reasons for plateaus was bunched practice too early in the course. Later experimenters have discovered that from 25 to 30 minutes but once a day

produce maximum results for the time consumed. Snoddy found that not until movements have been well coordinated, with considerable speed achieved, does bunched practice become efficient.

If we give bunched practice too early, we may count on causing a marked change of attitude in our pupils from cautious accuracy to careless speed due to greater and greater arm motion creeping in from the continuous tension and consequent loss of coordination. This lack of

relaxation between strokes is one cause of plateaus.

¹Snoddy, G. S., "An Experimental Analysis of a Case of Trial and Error Learning in the Human Subject," *Psychological Monthly*, 1920, Vol. 20, No. 124.



WILLIAM R. FOSTER

► **About William Foster:** BEW's typing commentator during the past two years, one of the country's outstanding typing teachers for the past twenty. Graduate (with honors) of the University of Rochester, further study at Rochester Business Institute and Simmons College. Co-author of a new textbook on typewriting; co-author with C. E. Cook of Rochester's courses of study in typing; has held office in many city, state, and regional professional organizations.

Wheeler² puts it up to us squarely:

We see that the interval between work periods and the length of the work period are more important factors than sheer repetition. However, we almost constantly proceed as if the opposite were true. In our educational system the effect of drill, formerly thought to be the outstanding factor in learning, is to sterilize the insight of the learner and to kill his interest in the task by the creation of irradiation patterns [plateaus].

Stimulating Interest

The older psychologists spoke of our stimulating interest to avoid plateaus; you have just read the charge that our educational system kills interest. It's rather hard to stimulate the dead!

I would not for a minute belittle the power of new and powerful incentives, the value of a graduation standard, and a graphic method of representation of the pupil's necessary gradual upward trend in both gross speed and accuracy, but investigators have conclusively shown that even when learners are concentrating their hardest on a problem, and are genuinely interested in improvement, nevertheless plateaus often occur. Too continual stimulation, with its lack of proper relaxation, ironically wins even over genuine interest. Wheeler's warning must be heeded.

What else can we do to avoid plateaus or to effect a cure once they have formed? Bryan and Harter theorized that a plateau occurred while a simple order of habits was being assimilated well enough to permit their organization into a higher order. This theory is not only illogical, but later experiments failed to prove the notion. Gates³ is quite right when he says:

A rapid initial rise is not necessarily an indication that one is learning better in the early stages; it means only that what is learned has greater effect upon the score. When one has reached a speed of thirty words per minute, most of the easy tricks have been mastered, and to secure an equal increase in the score demands the learning of a great many more difficult acts. . . . In complex performances such as typing the limit is very seldom reached.

From the time the first expert typist mastered the easy trick, words have been written

as word patterns; but it was not until recently that we discovered the psychology of this skill. Since almost all typing teachers were, when I started to teach, and too many are even yet, unable to type over 60 words a minute, such teachers could hardly be expected to teach by demonstration what they themselves had not experienced. Pupils were "taught the keyboard" and then—if they were to "go to town"—had to relearn typing through their own unaided trial-and-error experimentation.

With no one to show them the way, it is not surprising so few caught on to the writing of words as flashes instead of on the lower individual letter level. Furthermore, the relearning process involved was not only seldom discovered, but when one has learned incorrectly it is highly difficult, if not impossible, to put aside the old way and learn a new.

Beginner's Chances Better

Among my beginners I always feel the chances of success for one who has not touched a typewriter before enrolling are better than those of his fellow classmate who has pecked away on a machine at home. If you haven't read "Good-Natured Index Fingers," by the former editor of the *Gregg News Letter* (September, 1930, pp. 35 ff.), you have some highly interesting proof of this point in store.

If plateaus haunt our pupils, it is quite possible that correct technique was not taught during the first term, but more likely that we thought we were doing the right thing by having the pupil "learn the keyboard" with slow accuracy emphasized. They learned the keyboard all too well—but to no useful purpose.

We must teach from the very first the common words, not as individual letter drills, but as flash drills. (The psychologists call flash drills "word patterns" or "configurations," a \$5 translation of the German *Gestalten*, from which comes the name of the Gestalt school of psychology.)

³Gates, A. I., *Psychology for Students of Education*, New York, The Macmillan Company, 1925, p. 250.

²Wheeler, R. H., *The Science of Psychology*. New York. Thomas Y. Crowell Company, 1929, p. 295.

Psychologically up-to-date typing texts do not teach typing on the individual letter-hitting level, and thereby prevent that cause of the formation of plateaus. However, all that textbook makers can do is to include suitable material for higher level writing; pupils might still type on the individual letter level. Nevertheless, the right kind of copy often gets the pupil to write on the higher levels even though he has never heard of the theory involved.

The classical story of Milo and the ox points a good moral for these students. Unable to lift the full-grown animal, but undaunted, Milo bought a calf. This he could lift easily; he fed and cared for it, and each day the calf weighed a little more and each day he found he could lift it. Finally the calf became a full-grown ox and Milo lifted it—his ambition realized through systemized training.

The story comes in 100 per cent pat. Pupil interest is vital in order to prevent plateaus, but how can even our most conscientious pupils long remain interested if we do not continually put up to them new tasks ever increasing somewhat in difficulty just as Milo did for himself?

Many's the old typing text that failed to do this with both the beginner and the advanced pupil—witness tabulation exercises presented without regard to the continuity of gradual increase in difficulty.

And what a monkey wrench we used to throw into the educational machinery when we presented tabulation, letter writing, etc., before basic skill above the individual letter level had been established. No wonder we had plateaus. Pacing, as the Gestaltists call this principle of gradation of problem difficulty, is truly a major problem in learning.

The difficulty of problems should at no time be beyond the pupil's stage of maturation. Too easy problems eventually kill interest through their lack of vital challenge; too difficult problems cause loss of interest through destroying the pupil's confidence in his ability. Proper gradation of problems whets the pupil's interest by satisfying his basic craving for continued challenge as he fights his way up the ladder of success.

A general source of plateaus from gram-

mar school through college is our failure to solve the problem of how to preserve our youngsters' attitude of healthy curiosity while still satisfying it. Blasé youth, with no thrills left in life, are far from being an example of the high ideal that R. R. Wicks pleads for in his "The Reason for Living": "A life of increasing surprise should be the aim of everyone."

From the intellectual sterility of teachers who read nothing more professional than the jokes in their professional periodicals, we can scarcely expect the inspiration and guidance needed to prevent pupil plateaus.

World's Champion Novice Typist

WALLACE CURRIE, 15, was a junior in South San Antonio High School when he won the Texas State Typewriting Championship at the Interscholastic League meet in Austin, last May.



The cities of San Antonio and South San Antonio were so proud of Wallace and his teacher, coach, and trainer, B. W. Quinn, that funds were raised to send them to Chicago to the International Commercial Schools Contests in June. There, Wallace wrote 73 words a minute and was proclaimed World's Champion Novice Typist for 1937. He was the youngest contestant.

B. W. Quinn, his mentor, is a graduate of Baylor University, Waco, Texas, and head of the commercial department of South San Antonio High School.



Ranking Of Business Education Problems By State Departments

HARL R. DOUGLASS, Ph.D.

AMONG the replies received to the BEW check list sent out last spring were those from representatives of twenty state departments of education. A weight of 3 was assigned to the problems that they believed to be of most importance and that should be given attention in a study and discussion of organization and administration, and a weight of 2 and one of 1 to those believed to be of lesser degrees of importance, respectively.

On the basis of the weighted answers to the check list, four problems were outstanding. They were:

<i>Problem</i>	<i>Total Weights</i>
1. How may instruction best be adapted to differences among the pupils in ability to learn?	33
2. How may the courses of study best be adapted to local conditions and needs? ..	32
3. Should cooperative arrangements be made for business students to attend part time and to be employed in business vocations part time?	30
4. What is the desirable pattern of college training of teachers of business subjects? ..	30

Of lesser importance, apparently, but ranking in the upper fourth of the problems on the check list were the following, in order of their weighted scores:

<i>Problem</i>	<i>Total Weights</i>
1. What are the possible contributions of business education to secondary education in general?	27
2. What courses should be required in all business education curricula?	27
3. Should credit be given for training received outside of school?	25
4. Should there not be in the eleventh or twelfth grade a general business course suitable for students not in commercial curricula?	25

5. What is the basis upon which pupils should be guided into the business curricula?	24
6. What are the means of determining interests and potential abilities in business careers?	24
7. What is the responsibility of the department of business education for giving vocational guidance to its pupils?	24
8. Should there be some definite administrative plans for keeping commercial teachers in contact with business?	24
9. What previous business experience, if any, is desirable for teachers?	24
10. How can teachers be kept oriented in the problems and events of the current business world?	24
11. Should credits in typing and shorthand be based upon degree of proficiency and associated problems?	23
12. Problems related to the use of business education pupils as clerical and office service in the school.	23
13. The degree of responsibility a business education department should be willing to assume in the accounting problems of the student-body organization of the school.	23
14. The school's responsibility for financial and other relations between employer and pupil-employee.	23

It will be noted that these problems center around a few areas. Most prominent of these is the revision of the curriculum—adaptation of subject matter to individual abilities and to local needs; what courses should be required in business education curricula; whether there should be a course in business education for all pupils in the eleventh and twelfth grades.

Next in importance are problems having to do with articulating business education with extra-classroom life—whether cooperative arrangements should be made for business students to attend part time and to be employed

in business vocations part time; whether credit should be given for training received outside of school; how commercial teachers can be kept in contact with business and oriented in the problems and events of the current business world; the school's responsibility for financial and other relations between employer and pupil-employee; the degree of responsibility a business education department should be willing to assume in the accounting problems of the student body organization of the school; and problems related to the use of business education pupils as clerical and office service in the school.

A third area of intellectual ferment is that of guidance as indicated by the stress laid upon such problems as "What is the basis upon which pupils should be guided into business education curricula; what are the means of determining interest and potential abilities in business careers; what is the responsibility of the department of business education for giving vocational guidance to its pupils?"

From those replying to Managing Editor Blanchard's letter and our check list, many interesting comments were received. Typical of those of interest to our readers are the following:

PH. SOULEN

State High School Inspector, Idaho

"I have found a course in 'General Business Principles' for all high school pupils very popular. Consumer education is woefully neglected in high schools. In a test covering 300 high school pupils in various schools, I found practically none who could purchase leather goods intelligently. In another test I put this question: 'Mr. A. paid Mr. B. \$8 by check for a bill of goods and received a receipt. Mr. B. lost the check. Was A., who held the receipt, obligated to pay B. a second time?' Nearly all pupils answered 'No.' We need more business training not only for commercial classes but for all high school pupils."

PAUL D. COLLIER

Supervisor of Secondary Education, Department of Education, Bureau of Field Service, Connecticut

"I think the important problem in business education in secondary schools concerns the distinction between General Business Education for all and Vocational Training for a few. In this state we have given considerable attention

to this problem. Some schools are working out satisfactory arrangements and selecting a few pupils for specialization while at the same time they are offering useful business education to the majority."

PAUL L. CRESSMAN

Director, Bureau of Instruction, Commonwealth of Pennsylvania

"We are very much aware of the problems in the so-called commercial education subjects. A number of things are happening in Pennsylvania which I feel are very significant. First, the strictly vocational commercial or business education is delayed until the eleventh and the twelfth years, and in some cases given in the thirteenth and fourteenth years. Second, certain phases of commercial education are made available to all the students as part of a general education or consumer education. Third, there is an attempt being made to employ teachers of commercial education who have had experience in the business world."

Some were kind enough to give to our project a sentence of commendation aimed at bringing the various problems into relief and discussion.

BERTRAM E. PACKARD

Department of Education, State of Maine

"It would seem to me highly constructive and desirable to have an authoritative study of the organization and administration of commercial education in the secondary schools. There is so much confusion now and differentiation of standards in this type of work that anything tending to bring about a more orderly procedure would, I think, be appreciated by educational people in general."

M. M. TRENT

State Superintendent of Free Schools, Department of Education, State of West Virginia

"Since practically all our boys and girls are now going to high school, and since a large percentage are interested in the commercial courses, I think it very timely for an authoritative study of the organization and administration of commercial education in our secondary schools."

EDITOR'S NOTE—Two hundred requests for brief statements on one or more of the seventeen highest-ranking problems on the Douglass check list have been sent to principals and superintendents of schools of various sizes in all parts of the country. The replies received will be published in an early issue of the BEW. Next month, one of these problems will be discussed by a leader in secondary education.

*Artistic
Typing
Design*

(See page 205)



A FAMOUS educator once said that he preferred to have his students drink from a "stream of fresh running water" than from a "stagnant pond of still water." The point of this statement is that pupils do better work under a teacher who is constantly on the lookout for better ways of presenting subject matter and who keeps up to date in regard to the changing methods of presenting subject matter. The teacher who makes no effort to improve his methods from year to year, but rather continues in his same old ways, will not be able to help his students develop.

One of the best and cheapest means of learning of the latest and best developments in any field of endeavor is by reading the professional magazines in that field. One should be constantly on the alert to learn what one's fellow professional workers are doing, what results they are getting, and how they are getting these results. One of the best means of getting such information is through the columns of professional magazines.

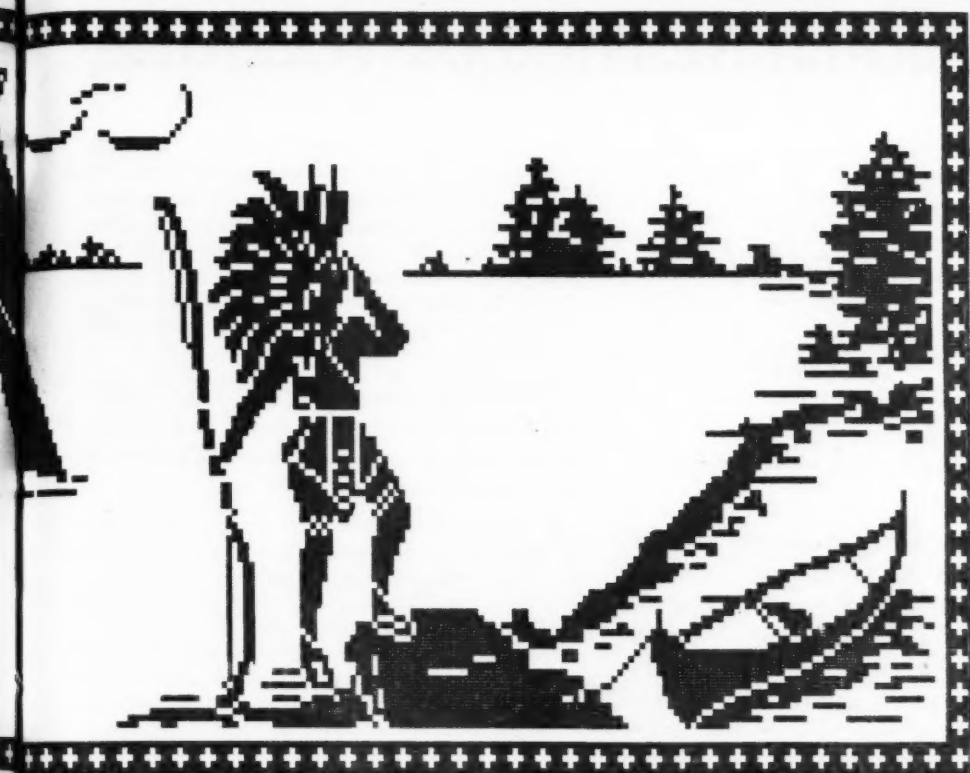
Why Read?

• EARL CLEVENGER

*Head of Commerce Department
Central State Teachers College
Edmond, Oklahoma*

The editor of a professional magazine realizes that in order to obtain and retain a large number of readers for his magazine it is necessary that the columns contain articles by professional leaders that are worth reading. It is impossible for any teacher to study personally under the supervision of all the leaders in any field; but, by reading regularly the contributions in a good professional magazine, any teacher will have the advantage of studying the ideas and suggestions of those most prominent in the field.

During his student days, a teacher may



By
*Helen
Golas*

Professional Magazine?

have the privilege of studying under the supervision of a few outstanding teachers in his particular field. He may recall many of the methods applied by those teachers. But those methods may not continue to fit the problems with which he is confronted. If he continues to read the articles of those who contribute to the columns of his professional magazine, he is sure to obtain many new ideas which, though they may need some revision to fit his needs, will be helpful in his teaching.

While we are in school, the major portion of our time is devoted to a mastery of subject matter. Often we have little or no time left to devote to a study of the way the teacher presents the course. Even if we take a special methods course, the time

in the course is so short that only a limited number of ways of presenting problems are discussed in class. It is often inconvenient to return to school every year or two to study the new methods that have been developed. It is far more economical to obtain much of this information from the columns of professional magazines.

Good professional books contain many worth-while suggestions for teaching procedures. Yet they are soon out of date. Professional magazines provide the latest and the most continually up-to-date materials on teaching procedures. Most of us enjoy getting regularly from our friends letters that contain valuable suggestions about our work. That is just what a professional magazine is.

Our teaching is just as young as our methods. Let us, like Ponce de Leon, search continually for the "fountain of youth" in our teaching by reading regularly and thoughtfully our professional magazines. To the extent that we are able to improve our methods, to that extent we are assured of good positions and good incomes.

Functional Method of Teaching

Its Psychological Background

LOUIS A. LESLIE

MANY interesting quotations are available on the teaching of languages. The learning of shorthand is a task part way between that of learning a foreign language and that of the child learning his mother tongue. For centuries the study of grammar was considered the foundation stone of the learning of a language. These paragraphs by Mursell offer interesting evidence that a knowledge of formal grammar is of little or no value in using a language correctly:

Fixed habits in the way of being able to recite on rules of grammar and rhetoric will not transfer to the actual use of language. The evidence for this proposition has already been discussed, but it seems advisable to revert in this connection.

One investigation showed that with 295 university freshmen there was little relationship between the knowledge of English grammar and ability to write effective composition. The same lack of relationship between these abilities has been established in the case of high school pupils, a result leading to the statement that "... the teaching of grammar is of little avail in strengthening one's ability to use language." (Page 157.)

... and lastly, it has been shown that over a three-year period in high school, when the study of formal grammar has been discontinued, grammatical principles are progressively forgotten while ability to write good English progressively improves. (Page 158.)

Moreover, it has been shown that little help can be gained by having the pupil memorize rules of good usage. (Page 159.)

A pupil may be able to repeat the rule that a sentence expresses a complete thought. But there is no warrant that his ability to do so will transfer to actually making and recognizing correct sentences, and avoiding errors. (Page 161.)

English grammar is often of little value as an aid to the recognition and use of correct English. . . . It has been shown that with university freshmen, a mastery of English grammar has very little influence upon the ability to judge the grammatical correctness of sentences, or to write compositions. (James L. Mursell, *The Psychology of Secondary School Teaching*, page 106, W. W. Norton and Company, 1932.)

The lack of connection between the "rules" and the ability to employ a skill such as the use of a language or a shorthand system is well brought out by Bossing:

In English composition we have too generally assumed that the mastery of definitions insured correct expression. Recently, an old-school purist, interviewing candidates for a position on his high school staff, became very much agitated because some of the candidates could not give the rules for the use of predicate nominatives, among others, nor could they too readily recognize the rules that applied in certain examples submitted to them for analysis. The fact that the chief offender had had several years of very successful teaching experience, and had more than ordinary facility in language usage, mattered not at all. (Nelson L. Bossing, *Teaching in Secondary Schools*, pages 320-321, Houghton Mifflin Company, 1935.)

On page 3 of the Teacher's Handbook to the Functional Method Manual, I said:

We do not realize the real truth, which is that these generalizations . . . are of value only as a guide to teachers, as an indication of the ground to be covered and the best roads to cover that ground.

Professor Freeman, of the University of Chicago, says the same thing even more emphatically:

The good performer is not necessarily a good teacher of others, because he does not know how he himself succeeded. The teacher needs to make a different sort of study of his activity than does the learner; and it may even be that the kind of analysis which is desirable for the teacher is unfavorable to the highest degree of skill as a learner. (Frank N. Freeman, *How Children Learn*, page 133, Houghton Mifflin Company, 1917.)

Bearing in mind that shorthand is a language-art subject, read what Starch has to say about the rules of grammar:

These investigations imply that linguistic forms and expressions are acquired very largely through imitation, both conscious and unconscious, perhaps

Gregg Shorthand— No. 2 of a Series

especially the latter, of the forms and expressions read or heard, particularly those heard in one's customary environment. Language forms are psychological habits which become deeply ingrained in the human psycho-physical system through constant repetition. To hear and say, from birth on, "good" for "well" in such expressions as "Do it good" or "I don't feel good" establishes such strong chains of associated bonds that, in spite of better knowledge, such expressions will continue to be used and not be overcome by pages of grammatical knowledge. (Daniel Starch, *Educational Psychology*, pages 357-358, The Macmillan Company, 1926.)

The following quotation from Morrison is simply a far better statement of a paragraph on page 6 of the Teacher's Handbook to the Functional Method Manual. Because of the almost identical ideas presented in both places, it is interesting to know that I had never read any of Morrison's work until my own material was actually set in type, when Morrison's work was called to my attention in time for me to insert a footnote reference to *The Practice of Teaching in the Secondary School*. Morrison says:

Language-arts learning, like learning in other types, is possible only when its own peculiar learning conditions are satisfied. The tendency of schools is to reduce all learning to a crude science-type process. The effect upon subjects which belong to the appreciation type or to the practical arts is to make the learning product nil, with or without inhibitions. The effect upon subjects which belong to the language-arts type is systematically to set up actual inhibitions of a peculiar and characteristic type. We shall call them generically the *language-arts inhibition* and adopt the term into our terminology.

The set of reactions which either learning or use of a language art requires takes place in a situation whose characteristic is running discourse. The mind has no chance to pause for conscious reflection from word to word, although it may, of course, pause for reflection upon the content which is contained in the discourse. Any such pause, if it is a part of the learner's method, generates the mental set to which we have applied the term used in the preceding paragraph. (Henry C. Morrison, *The Practice of Teaching in the Secondary School*, page 473, The University of Chicago Press, 1931.)

This same similarity is strikingly apparent in Morrison's description of his procedure for the teaching of spelling. He gives a per-

Series Commentator

LAURANCE F. SHAFFER, Ph.D.

*Associate Professor of Psychology
Carnegie Institute of Technology*

fect description of the proper blackboard procedure for the Functional Method teacher:

Now, the psychology of image establishment is familiar. It is essentially a matter of vivid perception, of intensive repetition, and of long practice in use. Reflection plays no part, but on the contrary, tends to set up an inhibition. If we say to the pupil, "This is the right way to spell 'business': remember not to spell it 'buisness,'" he will hesitate in embarrassed confusion and more likely than not will react with the wrong spelling, simply because the warning has made the wrong image the more vivid. The adjuration "to think" may help in arithmetic; it is apt to be a hindrance in spelling.

The class is then gathered close to the board so that each will have the board space to be used clearly in his field of vision. All distracting drawings and writings are removed from the board. The teacher waits until she has 100 per cent control technique.

Suddenly she turns and writes clearly and distinctly in syllabic form the word, *sub-trac-tion*. She pronounces clearly and distinctly, slightly exaggerating the phonetic value of each syllable. (Henry C. Morrison, *The Practice of Teaching in the Secondary School*, pages 553, 554, The University of Chicago Press, 1931.)

Morrison explains very clearly the apparent contradiction we find in such subjects as shorthand, where obviously we must have some knowledge at the beginning but where, equally obviously, our skill comes as a result of practice rather than of study.

In shorthand we must have a knowledge of the meanings of the alphabetic characters and of such more or less arbitrary abbreviations as brief forms or prefixes. With that minimum of essential knowledge, we need only practice, not further study. That is why, as Morrison explains, skill in the

language-arts subjects requires a certain amount of pure-practice type of teaching:

Nevertheless, pure practice, not assimilative practice, is our main reliance for the development of the skills associated with all the types which have bases in meanings. Given, for instance, a certain stock of mathematical learnings, the practitioner in their use acquires a marked facility as he applies them to all kinds of situations which he is called upon to solve. Similarly, the physician who is equipped with a stock of learnings appropriate to all ordinary cases becomes expert or skilled through much practice in applying them to the cure of patients presented in his ordinary experience of human maladies. In dealing with the ordinary round, he is probably much more skillful than his more learned colleague who has had less experience.

The application of repetitive practice to the attainment of skill in situations in which a great deal of reflection is required may perhaps be made more convincing to the reader by citing common experience in the development of skill in such essentially thinking games as chess or various forms of whist or some of the better solitaire card games. Here the adaptation is in the learning of the game itself. After a very simple learning process, we discover that expertness depends chiefly upon practice. To be sure, in the course of experience, additional adaptations are found and mastered, but we find that facility and expertness depend upon practice. If we intermit playing for a time, our game falls off. If we resume, it catches up, even though the most careful scrutiny fails to disclose that we have adopted any new methods. (Henry C. Morrison, *The Practice of Teaching in the Secondary School*, pages 540-541, The University of Chicago Press, 1931.)

Having decided that we should neither teach nor learn the rules of shorthand, we are then faced with the problem of devising a new method of teaching, because clearly we cannot continue to teach as we have taught, simply omitting any mention of the rules. My solution of the problem hinges on the *correct use* of the reading approach. Many other workers in the field have worked with the reading approach but never with completely satisfactory results.

Since the obvious advantage of the reading approach is that students taught thus are always better readers, it doesn't seem necessary to produce psychological backing for that. A less obvious but equally certain result is that such students are better transcribers, because of their greater reading ability.

The rapid and accurate transcription of shorthand notes depends first and foremost

on the pupil's ability to read the shorthand notes, and anything that contributes to that ability contributes to the pupil's transcribing skill.

Another advantage that seems so obvious that it needs no further discussion is that the reading approach is much easier for the pupil. Because it is so much easier, it is possible to cover the ground more rapidly. This rapid progress pleases the student and, again, there seems no necessity of quoting the psychologists on so generally accepted a truth as that students learn best what pleases them most. The rapid learning also has other advantages that will appear later. For the moment, it is sufficient to quote Reed's pithy statement:

Quickly learned, slowly forgotten; slowly learned, quickly forgotten. (H. B. Reed, "Repetition and Association in Learning," *Pedagogical Seminary*, 1924, Vol. 31, pages 147-155.)

Because we don't teach rules, the pupil is, of course, unable to construct any new outlines until he has had enough models to imitate. The baby listens for months before venturing his first words. The shorthand pupil must be given plenty of chance to work with good models before venturing to write, and, of course, the only way to accomplish this end is to read.

Not only does his reading of these models *eventually* enable him to construct new outlines but, even more surprisingly, it enables him to write a fine quality of shorthand penmanship right from the beginning. This feature of the Functional Method seems to be more surprising to teachers than any other, to judge by the hundreds of comments that have come to me. Perhaps it is because of the dramatic suddenness with which, after about 20 periods of reading, pupils begin to write, and write well.

Why should this extensive *reading* practice enable the pupil to *write* well? Because the reading gives the pupil that clear, mental image of the shorthand outline without which it is impossible to write a good outline. When pupils are forced to write from the beginning they are trying vainly to reproduce a foggy mental picture, and it is small wonder that they have difficulty.

Teachers feel that pupils should be able

immediately to remember so simple a character as a shorthand stroke, and often pupils *think* they have a sharp, mental image. Actually, they are mistaken. Galton has an especially illuminating passage on this point:

It may seem surprising that one out of every sixteen persons who are accustomed to use accurate expressions should speak of their mental imagery as perfectly clear and bright; but it is so, and many details are added in various returns emphasizing the assertion. One of the commonest of these is to the effect, "If I could draw, I am sure I could draw perfectly from my mental image." That some artists, such as Blake, have really done so is beyond dispute, but I have little doubt that there is an unconscious exaggeration in these returns. My reason for saying so is that I have also returns from artists, who say as follows: "My imagery is so clear, that if I had been unable to draw I should have unhesitatingly said that I could draw from it." A foremost painter of the present day has used that expression. He finds deficiencies and gaps when he tries to draw from his mental vision. There is perhaps some analogy between these images and those of "faces in the fire." One may often fancy an exceedingly well-marked face or other object in the burning coals, but probably everybody will find, as I have done, that it is impossible to draw it, for as soon as its outlines are seriously studied, the fancy flies away." (F. Galton, *Inquiries Into Human Faculty*, page 65, E. P. Dutton & Company, 1928.)

The beginning pupil who has difficulty with his shorthand penmanship simply has not sufficiently definite mental images. The advanced pupil with similar difficulty unfortunately has clear, mental images of the wrong forms, planted in his mind by the necessity of writing before he was ready to write.

Any teacher who can run two parallel classes, one taught by the reading approach as I outline it, and one writing from the first day, will be amazed at the superiority of the penmanship of the reading-approach group at the end of 30 to 40 periods, which will be after the reading-approach group has been writing 10 to 20 periods.

As far back as 1905 Hyde and Leuba reported that they tested subjects who had practice *reading* German script, with the task of learning to *write* the script. They found that those who had had the reading practice were more efficient in learning to write the script than were the unpracticed subjects. ("Studies from the Bryn Mawr Psychological Laboratory—An Experiment in

Learning to Make Hand Motions," *Psychological Review*, 1905, Vol. 12, pages 351-369.)

Morrison describes fully the successful use of the reading approach in teaching foreign languages. After a certain time the pupils begin spontaneously to write the foreign language, just as after the proper use of the shorthand reading approach the pupils spontaneously write good shorthand notes. This will be treated more fully in the comments on the writing techniques of the Functional Method.

Another of the advantages of the reading approach is that it does not give the pupil an opportunity to make errors. At the beginning he sees only outlines perfect both in theory and in penmanship. The importance of this advantage cannot be overestimated and it will be discussed more fully later.

DR. SHAFFER COMMENTS

I—Psychology and Teaching Methods



THE relationship between educational psychology and educational method is not always clear and simple. In theory, method should be based on psychological principles and experimental findings. If this sequence is followed, the psychological laws are determined first, and the method of teaching is based on them.

In fact, however, an improvement in educational method is usually developed by some teacher who possesses originality and insight, with little help from formal psychology. After the method has been invented, the principles of psychology are invoked to justify its procedures. This may be a useful step or a harmful one, according to the attitude of the searcher. If the teacher desires to justify his brain-child at any cost, he can always find theories to support his beliefs.

The "law of exercise" has been cited to defend the duller of routine drills and, on the other hand, the *Gestalt* theories of the need for insight and understanding are used to bolster up the detailed explanation of obvious processes. Just as the Bible has been used to defend even war and slavery, so psychology has "justified" many incorrect practices.

A scientist interested in an educational procedure may apply his psychology differently, however. The principles and experimental results already known may be used to *test* an educational process to find whether it is valid. To apply such tests effectively requires critical open-mindedness rather than blind enthusiasm for the new procedure.

A second use of psychology is to *suggest modifications* of the method. An inflexible procedure soon degenerates into a ritual. Only a method that is constantly being improved by contact with new hypotheses, is educationally progressive.

To achieve its critical and constructive functions, psychology can use several methods of approach. The direct, controlled experiment, which compares the degree of learning caused by the new method with that attained by former methods, is perhaps the best. The chief shortcoming is that the enthusiasm of a teacher for the new method may be communicated to the pupils, causing a spurious immediate superiority that will not remain as the novelty wears off. It is also difficult to recognize the parts of a new method that are causing improvement, and to separate other factors that may actually be inferior although masked by their better concomitants.

Until crucial experiments are performed, however, psychologists must assist in the evaluation and advancement of a new method by applying the results of experiments in similar fields, or by deductions from general principles. The latter course is especially dangerous. It is important to apply many principles at once, since one "law" can apparently defend a wrong method, if the effects of other influences are ignored.

The functional method of teaching Gregg Shorthand offers clear-cut hypotheses for testing and extension. Mr. Leslie's contribu-

► *About Dr. Shaffer:* Associate professor of psychology and director of the summer session, Carnegie Institute of Technology, Pittsburgh. Ph.D. from Columbia, where he was research associate in Teachers College for two years. Author of "The Psychology of Adjustment," now used as a text in more than 100 colleges. Contributed to the BEW (May, 1937, p. 652), "Educating Personalities for Business." Professional specialty: psychological guidance of students. Hobby: motion-picture photography.

tions seem psychologically sound, yet a scientist should regard them as stimulating issues rather than as conclusions.

Are rules of *any* value in forming a skill? Does experience in reading good shorthand insure against gross errors in writing it? What is the effect of amount, kind, and distribution of practice on a skill? Do tests encourage wrong responses by making them vivid, or discourage them by making them unsatisfying? These are issues to which no one clear answer is sufficient. Each must be discussed in the light of evidence that leads to conclusions that are detailed and moderate, not simple or dogmatic.

II—Generalization in Learning

ONE of the most striking characteristics of the functional method is its refusal to teach any rules of shorthand, whether at the beginning, in the middle, or at the end of the course. So many of the modern tendencies in education have been toward more understanding on the part of the pupil, and away from merely rote learning, that Mr. Leslie's stand seems almost heretical.

On closer examination, however, the avoidance of rules may be justified because of the peculiar character of shorthand as a subject of instruction. No educational principle, however good it may be, can apply inflexibly to all situations. It is intelligent to recognize that "understanding" may not be the aim of all forms of learning.

It has long been recognized by educational psychology that analysis impedes the acquisition and even the performance of a muscular skill. The proverbial centipede who was unable to run when it pondered "which leg came after which" is a familiar illustration, as also is the golfer who gains only confusion when he ponders how to make his stroke.

Mr. Leslie's quotations in his current article, which concern the lack of relationship between English composition and the rules of grammar, are very apt and cannot be enlarged upon.

There is, however, some equally substantial evidence that might lead to a contrary conclusion. Especially pertinent are the experiments that indicate the value of a generalization in *adapting to changed conditions*. The classic experiment in this topic, confirmed by other later ones, is that of Scholckow and Judd.¹

The experiment involved two groups of boys who threw darts at a target under 12 inches of water. One group had been taught the theory of the refraction of light by the water; the other was uninstructed. Both groups learned equally well, demonstrating the failure of the "rule" to help a skill. But then, when the depth of the water was changed, the instructed group reformed its habits more quickly, and excelled.

Thus, when conditions varied, the generalization showed its worth. Is it possible that some kind of rule or generalization may help in shorthand when encountering "changed conditions" in the form of new words?

To learn one thing and then to show skill at another is a problem of *transfer of training*. The writing of new words and phrases in shorthand always involves this feature; hence the experimental work concerning transfer is applicable. A number of substantial experiments² have shown that training in *method* produces greater transfer than mere practice. Thus Woodrow's group, which spent more than half its time in learning how to memorize, exceeded by ten times the other group that spent its entire time training in the mere practice of memorizing material. This, again, is evidence for the value of a "rule" fully as weighty as the evidence Mr. Leslie has cited against rules.

Still, I think that Mr. Leslie is right, and there must be some good reason why he is.

¹Scholckow, R., and Judd, C. H., "The Relation of Special Training to General Intelligence," *Educational Review*, 1908, Vol. 36, pp. 28-42.

²As: Woodrow, H., "The Effect of Type of Training upon Transference," *Journal of Educational Psychology*, 1927, Vol. 18, pp. 159-172.

One explanation he has given in the teacher's handbook (p. 4) is:

In the physical sciences, the generalization tells us *why* a thing is so. In shorthand, or a language, the generalization merely tells us *what* is so.

I am less impressed by this statement. Much of science really tells "what," and the ultimate "why" is really unknown or too complex to tell to the student. In shorthand, on the contrary, there are some very simple and real "why's." A stroke or joining is so made in order to distinguish it from another symbol, or because it is more easily made in that way.

There is another less objectionable reason for excluding rules in shorthand—the factor of *speed*. The centipede, the runner on the track, and the shorthand writer have less ultimate use for generalizations in their performances because their products must be produced at top speed. The boys throwing the darts, or the experimental subjects memorizing poetry, had time to pause to consider the best method of approach. The stenographer taking dictation has to adapt to new conditions in the form of an unfamiliar word by such automatic and speedy reactions as she can devise best. Perhaps this is the most valuable justification for avoiding generalization.

I hope that so promising a development as the functional method will not become a dogmatic ritual. Is it not worth while to try some rules for attacking new words and phrases, introduced late in the course after initial skill is well established? It can be concluded in advance that the old rules that used to be taught at the beginning of the subject will not do for this purpose. But cannot some new and more timely generalizations be devised, and given at least an experimental trial? Psychological principles indicate that this might be a desirable procedure, and might add an even greater effectiveness to the functional method.

WATCH for Dr. Shaffer's illuminating comments on each of the articles in Mr. Leslie's series.



ROS COE H. PECK

WITH the passing, on September 2, of Roscoe H. Peck, president of Brown's Business College, Davenport, Iowa, announced briefly in our October issue, commercial education lost one of its most popular and able leaders. Mr. Peck, best known

in the profession as "R. H.," devoted almost his entire life to the education and training of young people for business.

After graduation from Northwestern University and the Normal School at Fremont, Nebraska, Mr. Peck became associated with G. W. Brown, founder of Brown's Business College, a chain of twenty or more schools located in Iowa, Missouri, Illinois, and Indiana. For a time Mr. Peck served as president of the Brown chain, but for the past twenty years has devoted his entire time to his original school in Davenport and his branch school in Galesburg, Illinois.

In 1914 Mr. Peck's leadership was recognized by his election to the presidency of the National Commercial Teachers Federation.

In commenting on the passing of Mr. Peck, one of the Davenport newspapers said:

Few men in the nation have been honored in their own field more than had been the good fortune of Mr. Peck. Probably no person in the country has trained more young men and women for business careers. His entire life had been devoted to educational endeavors.

Mr. Peck was a man of broad vision and active mind. Gentle by nature and kind of heart, he made many admirers in the business world, and was beloved by his students.

Mr. Peck was an active member of the Davenport Rotary Club. He was considered one of the best informed men in the country on the life of Abraham Lincoln, and had given many talks on the Great Emancipator before civic clubs and other organizations.

Mr. Peck was born at Westboro, Missouri, October 13, 1874, and spent his early life in Missouri and Nebraska. He is survived by

his wife, Mrs. Elva M. Peck, one daughter, two brothers, two sisters, and two grandchildren. Mrs. Peck, long associated with him in business, will continue in active charge of the schools.

MISS DENTA CANADAY, formerly a teacher in the Stillmore (Georgia) High School, has joined President O. L. Ashcraft's staff in Draughon's Business College, Savannah, as head of the shorthand training department.

Miss Canaday is a graduate of the Georgia State College for Women and has done special work in Bowling Green Business University, Bowling Green, Kentucky.

MISS MAUDE L. ADAMS, formerly of the faculty of East Carolina Teachers College, Greenville, North Carolina, began her work in the secretarial science department of the Woman's College of the University of North Carolina, Greensboro, last month. Her title is assistant professor. Professor B. Frank Kyker is head of the department and in charge of the new graduate program established this year at Woman's College.



HOLLIS P. GUY

HOLLIS P. GUY, formerly head of the department of commerce, New River State College, Montgomery, West Virginia, has joined the faculty of the University of Kentucky's College of Commerce with the title of assistant professor. Professor A. J. Lawrence heads the department of business education and secretarial science.

Mr. Guy has been West Virginia membership chairman for the NEA Department of Business Education for the past four years, and is an officer in the Southern Business Education Association, of whose publication, *Modern Business Education*, he is managing editor.

He holds the degrees of A.B. and M.A. from the University of Kentucky and has done graduate work at the University of Southern California (Los Angeles) and George Peabody College for Teachers, Nashville, Tennessee.

THE nation's bill for strikes and lockouts for 1937 would buy 250,714 new cars—enough to make a double line stretching from San Diego to Bangor, Maine.



Teaching Office Practice

By the Integrated Laboratory Plan

J. M. HANNA

EDITOR'S NOTE—After a two-year experiment with an integrated laboratory office practice plan, Mr. Hanna incorporates his findings in two articles: In this issue, he covers the plan's potentialities. In the second article, to be published next month, he will describe its limitations.

MANY commercial teachers have been experimenting with the integrated laboratory plan of office practice. A far greater number, however, have been standing on the side lines, so to speak, waiting until proper experimentation proves whether this plan, which "looks good" in theory, will actually work out well in application.

By the integrated office practice plan, I mean that plan in which the office practice classroom is organized as a typical office, the class carrying on the integrated work of its various departments. The classroom is not organized as an office in name only, but the materials with which the students work and the functions they perform are typical of those carried on in actual business. The classroom then becomes the office of, let us say, "Y Company," and the student personnel carries out the various functions and duties that Y Company's office would perform in its contact with the outside business world.

Many teachers, individually, have developed such plans, one of which has been published in book form.¹ A full explanation may be found in the April, 1935, issue of the *Journal of Business Education*, in an article by Albert Stern entitled "Integrated Laboratory Plan of Office Practice."

¹Scholl, Stern, and McNamara, *Office Practice, An Integrated Laboratory Project*, The Gregg Publishing Company, New York, 1933.

As a teacher who has experimented with the plan, it is my purpose to set down the favorable and unfavorable features as they impressed me in practice. My experimentation has led me to believe that the plan has certain definite potentialities and, on the other hand, certain limitations that should be pointed out to the teacher considering its adoption.

As a teaching device it has three outstanding values; namely, the teaching of (a) functions and interrelationships of various departments within an office; (b) the importance of accuracy; and (c) desirable personality traits. It seems to me that any superiority the integrated plan may claim depends upon the successful manner in which it develops these three important phases of office practice.

Office Functions and Interrelationships

One of the major objectives of the various office practice courses is to provide the student with an understanding of how an office functions and the interrelationship of its various departments. Such knowledge has definite guidance value in giving the student an overview of the various office positions. The student is then in a better position to determine in which phase of office work he would be most interested and to which he may be best adapted. By enabling him to interpret his particular function in respect to the office as a whole, he would, when

► **About J. M. Hanna:** Head of commercial department, Fort Lee (New Jersey) High School. B. Sc., University of Nebraska; M. A., Columbia; candidate for Ed. D., New York University. Holds office in two professional organizations, writes on extra-curricular activities as well as on classroom teaching.

employed, more easily and readily adjust himself to the office situation with correspondingly more rapid advancement.

One might question the possibilities of such training on the ground that offices vary widely in their physical set-up. It must be recognized, however, that in the majority of offices there are certain functions, such as the credit, accounting, receiving and shipping, purchasing, and mail and order handling, that must be performed, whether on a large scale in separate departments or on a smaller scale by combined departments or unified under one individual. It is the relationship of these various functions within the office that we strive to teach in office practice.

Mere textbook presentation, while of value, will not suffice; visits to offices, while always desirable, are not sufficient. The student must actually be placed in the atmosphere of an office situation. This can be accomplished only by either the cooperative plan, where the student spends part time in an actual office, or the integrated laboratory plan. Of the two, I feel that the integrated plan has one advantage to the student in providing him with an opportunity to serve in most of the various functions. In the cooperative plan, he generally serves in but one function and is a side-line observer of the others.

Accuracy

One of the justifiable criticisms of commercial education in the secondary school is that some of our standards do not reach the requirements demanded by business. One such standard is that of accuracy. In business there is no such thing as a 90 per cent or a 95 per cent letter—a letter either is mailable or must be rewritten; nor is there such a thing as 96 per cent bookkeeping—the books must be accurate or they are valueless. If the Trial Balance does not balance, if the Accounts Receivable do not check with the Controlling account, there is no teacher to point out the error, and no fellow worker to help determine the discrepancy in the accounts.

This necessity for accuracy in one's work and the necessary checking and rechecking to obtain accuracy is a difficult concept to

teach. Student A, for example, may reason, "After all, isn't everyone else writing the same letter? Why should I rewrite just because of an error or two only to have it regraded by the teacher and discarded in the wastebasket? Why should I check and recheck to locate an error in X Company's account, for after all there isn't such a thing as X Company? Furthermore, the teacher knows what the correct balance should be, and it is very easy to obtain it from Student B."

Work Is Entirely Individual

This somewhat justifiable attitude may be corrected by developing a situation wherein the work becomes entirely individual. This we do in the integrated plan. For example, the stenographer of the credit manager knows that as she takes his dictation she has in her notes the only record of that dictation. When she transcribes her notes, she realizes that she is the only one writing that letter and is individually responsible for its accuracy. The letter, when completed, will be read by the credit manager; signed, if correct; and mailed. It will be received, read, answered, and filed. For the first time, probably, the importance of accuracy becomes evident to that stenographer.

The letter is filed by the file clerk, who realizes the importance of placing the letter in its proper file, so that when called for it can be produced with dispatch. If a dilemma arises, there is no one to whom she can turn for assistance. Again, the necessity for accuracy in one's work becomes deeply impressed upon another potential office worker.

The Accounts Receivable bookkeeper knows that he is keeping the only record of Accounts Receivable of the office. He knows further that his records must agree periodically with the Controlling account kept by the head bookkeeper. There is no teacher's key, no fellow student's work to which he may turn for assistance. If he makes an error, the customer (represented by other pupils in the class) may call the attention of the office to it a week or a month later. Its correction means certain formalities and the preparation of certain business forms. The necessity for accuracy, for checking and re-

checking, so repeatedly expounded by the bookkeeping teacher, becomes obvious to the student, probably, for the first time.

In the integrated plan we create a situation where the pupil is able to see the necessity for accuracy, as has been revealed in the above illustrations. Furthermore, he is working with real material, material that is alive, and by its very nature encourages accuracy on his part.

The actual office situation offers the best medium for the clear presentation and realization of the importance of accuracy in one's work, and the closest approximation to that situation is offered in the integrated office practice laboratory plan.

Personality Traits

The integrated office practice plan presents an ideal way to assist in developing proper personality traits. The plan, by presenting an actual office situation, thereby reveals to the pupils the importance of two particularly outstanding individual traits: (1) the necessity of cooperation due to the interdependence of all the office force, and (2) the ability to get along with fellow workers.

The placing of a student in a particular office situation permits the teacher to study his capabilities and deficiencies and to point out to him necessary adjustments that need to be made in these personality traits. Placed in the actual situation again, the pupil can realize his previous deficiencies and attempt to control them by his own efforts.

Here is an illustration of how the importance of the interdependence of all the office force is revealed in the integrated plan:

The price order clerk, for example, realizes he has a certain amount of work to complete each day as represented by incoming orders. He further realizes that the ability of the other students involved in the order-handling procedure to carry out their individual functions properly depends upon the completion of his allotted work. If one department fails to carry out its function correctly and promptly, the entire office is thrown off schedule.

The importance of getting along harmoniously with others is well revealed by the plan. Orders must be taken by phone,

by wire, and in person. Corrections must be made, adjustments to accounts must be allowed, letters must be written, stenographers must take dictation, orders must be carried out, and managers must supervise the work in their departments. As a result, there are personal contacts that cannot be experienced in any other office practice set-up.

A student unable to work with others becomes aware of his inability, as do his teacher and fellow students. This situation then permits the teacher to help the student see his weaknesses and to make the proper adjustments. The resultant change in that student is readily observed by his fellow students, who either directly or indirectly profit from it.

Thus far I have explained the outstanding features of this plan. It has, however, other values that recommend it to the teacher who is considering its use.

As a medium of teaching letter writing, it is exceptionally valuable. It provides a natural motivation for letter-writing instruction. The student is actually in a real situation, writing live letters—letters that will be mailed, read, answered, and filed. This is not the typical hypothetical classroom situation that generally characterizes letter-writing instruction.

How to Introduce the Plan

The teacher may introduce the integrated plan by having the students write letters of application, fill out application blank forms, and participate in personal interviews for the various office positions. This represents a splendid means of teaching this important phase of office practice.

The plan affords the student an opportunity for a practical application of his shorthand, typewriting, and bookkeeping skills, a feature too often so far removed from the skill-learning subject itself that many students lose interest.

The material used in the plan may be correlated very successfully and profitably with other classes. For example, in bookkeeping classes it serves as a splendid illustration of the use of Controlling accounts and business papers. We made it a point, in our school, to have bookkeeping classes visit the office

practice class, in connection with various phases of bookkeeping.

Last but not least, we must not overlook the pupils' reaction to the plan. I found that the pupils not only liked the plan but were really enthusiastic about it.

I am cognizant of the fact that I have not exhausted the list of potentialities of the integrated laboratory office practice plan. Its possibilities are so dependent upon the teacher and her teaching situation that any list would be, at best, but a partial review. Others who have experimented with the plan may supplement my list, but I feel con-

fident that on any such supplemented list the possibilities of the plan as a medium of teaching the interrelationship of various departments in an office, the importance of accuracy in work, and the building of personality traits would be listed as potentialities.

The reader, however, must not lose sight of the fact that the plan is but a teaching medium and that as such it has certain definite limitations. It is only after due consideration of these limitations that the teacher, considering its adoption, can determine whether the plan will meet the needs that her situation demands.

CASE PROBLEM ON CORPORATIONS

Prepared by Harvey A. Andruss

Dean of Instruction, State Teachers College, Bloomsburg, Pennsylvania

DIRECTIONS: Read the facts in each case carefully. Then use a check mark (✓) to indicate your answer. After selecting the best reason from among the four given, write a letter in the parenthesis, as shown in the example. Do not write in score space.

FACTS: The preferred stock of the Foundry Company was entitled to non-cumulative dividends not exceeding 7% while the common stock was entitled to dividends remaining after payment of 7% on preferred stock.

	Score
Example: Are there two classes of stock?.....Yes (✓) No () ()	
Since there is (a) only common stock; (b) both common and preferred stock;	
(c) only preferred stock; (d) only bonds.....(b) () 1	
1. Is preferred stock "preferred as to dividends"?.....Yes () No () () 1	
Because (a) common stock receives remaining dividends; (b) preferred stock receives no dividends in case of loss; (c) preferred stock has first and prior right to dividends; (d) common stock may receive more than 7% dividends.....() () 4	
2. Is the holder of common or preferred stock a creditor of the corporation?Yes () No () () 1	
He is (a) a lender of money to the corporation; (b) an owner, since he invests his money; (c) a manager of the business; (d) a trustee of corporate funds.....() () 4	
3. What is the maximum dividend that was received by preferred stockholders in 1936 if they paid 5% in 1935?.....(%) () 1	
Since (a) 2% of 1935 must be paid in 1936; (b) 7% is the maximum; (c) 9% includes 2% due from 1935; (d) 2% of 1935 need never be paid on account of non-cumulative feature; (e) 5% for 1936 is paid same as in 1935; (f) 7% is amount payable in 1936 on cumulative preferred stock.....() () 6	
4. Are dividends declared by the stockholders?.....Yes () No () () 1	
Since they are declared (a) by the owners; (b) by the directors acting individually; (c) by the bondholders; (d) by the board of directors.....() () 4	
5. Can a stockholder hinder payment of dividends?.....Yes () No () () 1	
Since he (a) can file a bill in equity to enjoin payment of dividends; (b) cannot perform duty of board of directors; (c) cannot keep others from sharing profits; (d) can sue for damage() () 4	

Key: 1. (Yes) (c); 2. (No) (b); 3. (7%) (c); 4. (No) (d); 5. (Yes) (a).

27



Speech

No. 3 of a Series

For the Classroom Teacher

Functional and Organic Speech Disorders

DOROTHY I. MULGRAVE, Ph.D.

ONE of the most important problems facing the classroom teacher today is speech pathology.

Comparatively few cities have speech correctionists in their school systems; and even if there were one in every school, the problem would not be entirely solved, for the problem of speech correction is a fundamental one in the work of *every* classroom teacher. This does not mean that every teacher should be a speech correctionist. Even if all teachers were willing to train for this strenuous and frequently discouraging task, many would be temperamentally unfit or would find speech correction distasteful for a variety of reasons.

But whether or not we are suited for the task, or whether we like or dislike this arduous aspect of teaching, we can never escape from the fact that there are speech defectives in our classes. The number of speech defectives in elementary and high schools in this country at the present time is equal to the number of mentally retarded and hard of hearing combined, and their distribution is surprisingly even.

The Task of the Teacher

Perhaps the main task of the classroom teacher is to recognize speech defects and to be able to diagnose them with some degree of accuracy. Although it is impossible for every teacher to be able to cure all speech defects, there is one requisite that the teacher must have in order to be of real service to the speech defective: He must have a sympathetic attitude toward the problem of the speech defective in a world so organized that ridicule and cruelty are more frequent than adequate understanding or sympathy.

Under functional or inorganic speech disorders may be included baby talk, defective phonation, inorganic lisping, vulgar speech, foreign accent, and regional dialects.

Functional Speech Disorders

Baby talk, one of our most besetting American linguistic sins, may be defined as speech containing many sound substitutions, generally infantile in pattern. The important factor for parents and teachers to keep in mind is that speech that is thought to be "cute" at six will be considerably less attractive at sixteen, and at twenty-six it may constitute a real vocational hazard.

Many of the bad speech habits of children are carried on into adolescent and adult years. When sound substitutions are present, the problem is one of *defective phonation*, or faulty production of sounds. This fault sometimes leads to what is known as indistinct or muffled speech.

Lisping is usually defined as the habitual mispronunciation or the impure production of sibilant sounds. These sounds include *s* as in *see*, *z* as in *zeal*, *sh* as in *show*, *zh* as in *azure*.

Although there are many more phonetic classifications, for ordinary purposes lisping may be divided into three major types: the lingual protrusion lisp, in which the tongue is placed between the front teeth; the lateral emission lisp, in which undue air escapes from the sides of the teeth; and the nasal emission lisp, in which the tongue is curled back so far that the sound is emitted through the nose.

If there is no organic difficulty in the formation of the teeth, but there is a marked sibilance in the production of *s* or any cog-

nate sounds, the list is said to be inorganic or *functional*. This type of lisp is frequently caused by imitation. Children listen to poorly produced sounds and unconsciously incorporate them into their own speech.

Speech that is classified as *vulgar* usually has some or all of the following characteristics: mispronunciation, poor voice quality (flat, thin, monotonous, or rasping), faulty intonation, improper stress, nasality, dentilization, marked inversion, unvoicing of voiced sounds, and sound substitutions. In order that teachers may demonstrate good speech, they must naturally free their own speech from vulgarisms.

Foreign accent is the term usually used to designate omissions of sounds, sound substitutions, and faulty intonation patterns due to the influence of a foreign language on English. The classroom teacher with a knowledge of the correct production of English sounds and some training in, or information about, the production of the sounds of other languages can do a great deal to help those students who have to overcome the handicap of a foreign accent. Such students may develop an inferiority complex unless they feel that the teacher is sympathetic to their problem.

The first task of the teacher, then, after he is reasonably sure of the accuracy of his own sounds, is to make students feel that their native languages are not inferior to English, but that the method of producing sounds varies with each language in much the same manner as the tune or melody of each language differs. Students should be made to feel some pride in their racial backgrounds and in the contributions of foreign languages to English.

By *regional dialect* is meant a type of speech that immediately labels the speaker as being from a certain locality. Since we are striving for speech that is inconspicuous, it is well to help students overcome such sectionalisms as would make them appear uneducated or ridiculous if they were to move out of their particular section of the country.

Suggestions for changes in regional dialects usually have to be made patiently and tactfully, for many people have built up as a

defense mechanism a kind of local pride in their speech peculiarities; others are entirely unconscious of the fact that their speech is regional. The task of the teacher is to make students aware that there is a dialect wider than any local dialect. This wider dialect is intelligible in any part of the English-speaking world and it is not unpleasantly conspicuous in England, Ireland, Australia, or the United States.

Organic Speech Disorders

Under *organic speech disorders* may be included such defects as: organic lisp, tongue-tie, cleft palate, hoarse voice, nasality, and denasalization.

Organic lisp, which is due to malformation of the jaw, is sometimes termed a malocclusive lisp. The causes of malocclusion are not definitely known. They are thought to be largely the result of dietetical imperfections, or malnutrition.

Whatever the cause, any condition of malocclusion will be likely to result in a poor production of the sibilant sounds. Some persons, however, who have relatively poor jaw formation do succeed in producing adequate sibilants. They may have had an opportunity to imitate good speech free from lisp, or they may have consciously acquired correct production through corrective procedures.

Underneath the tongue there is a cord, commonly known as the *fraenum*. This cord may be so short that the tongue is not left with sufficient freedom to make some of the English sounds satisfactorily. A very simple operation, in which the *fraenum* is clipped, will make it possible for persons whose speech is impeded by the tension of this cord—a state commonly called *tongue-tie*—to have normal freedom of the tip of the tongue.

The formation of the palate, or roof of the mouth, may be defective at birth. In some cases, the cleft, or opening, is in the hard palate; in others, the soft palate is improperly formed. Surgery has done much within the past few years to increase the likelihood of successful operations on *cleft palate*.

Hoarse voice may be defined as any

chronic, marked huskiness. In general, this type of defect may emanate from either of two causes: pathological impairment, or misuse of the voice.

The pathological causes of hoarse voice are numerous, and some of them may be very serious. They include: (1) pathological conditions of the larynx proper, such as paralysis of one or both vocal cords, hemorrhage of the vocal cords, chronic laryngitis, infection, and new growths of the larynx; and (2) pathological conditions of the adjacent organs, such as diseased tonsils or adenoids, chronic pharyngitis, diseased sinuses, chronic nasal catarrh, and deviated nasal septum.

While the classroom teacher can obviously do very little to alleviate these physiological difficulties, he may be able to help by directing students who have habitual hoarse voices to competent medical authorities to ascertain the factors involved in causing the vocal quality. Before the classroom teacher or the speech teacher can attempt to increase the effectiveness of the voice, the cause for the hoarseness must be ascertained. It is sometimes very dangerous for persons with hoarse voices to use their voices; in other cases, where the hoarseness is due to faulty production of voice, what is needed most is proper exercise to improve tone production.

In screaming, shouting, football cheering, and a variety of other manifestations of exuberance, many children injure their voices, sometimes irreparably. For this reason, the teacher must know how to produce voice effectively and should be able to help students to economize in the use of their voices.

Nasality is a voice defect produced by too large a proportion of nasal resonance for the amount of mouth resonance. Some speech authorities say that it is the greatest speech problem of the Atlantic seaboard. Sometimes nasality is due to a physical cause, usually an abnormality in the nose; it is well, therefore, to have an examination by a nose specialist before attempting a corrective program. If there is no physical reason for the undue nasal resonance, the difficulty may be due to incorrect articulation.

Denasalization is the opposite of nasality; it is evidence of too little nasal resonance.

Such physical conditions as chronic catarrh, sinus infection, or adenoids will produce this unpleasant vocal quality. As in cases of hoarse voice, students who are chronically denasalized should be sent to competent medical authorities.

Suggestions for Remedial Measures

1. Discover the speech situations in which a student does well. If his responses to speech situations are poor, discover the non-speaking activities in which he succeeds. In speech, as in all other subjects, nothing succeeds like success. Give the speech defective a sense of confidence, the power of success, and praise, and many of his speech faults may be easier to dispel.

2. Motivate students to want to improve speech, and then select material for corrective work that is compatible with their abilities. Avoid tongue-twisters or other tiring exercises, until students have begun to gain confidence.

3. In selecting material for corrective procedures, modify it according to the individual needs of speech defectives. In speech correction, as in all other activities, the student should feel the joy of achievement.

4. Avoid exercises that are too involved for students to follow. Never let them get bewildered by the mechanics of speech drills. As soon as they feel some accomplishment, the difficulty of exercises can be increased gradually.

5. Vary practice material and speech situations so that students are not bored. Improvement in speech is like improvement in ball playing, swimming, violin playing, or other activities in which a high degree of coordination is required. It is sometimes a slow, tedious process to train the ear to distinguish between sounds and the articulatory organs to make them properly.

6. Keep constantly in mind the fact that speech is largely an imitative matter. Your own speech will do much to help pupils, either consciously or unconsciously.

Bibliography

Birmingham, Anna I., and Krapp, G. P.,
First Lessons in Speech Improvement.
New York: Scribners, 1922.

Blanton, Margaret G., and Blanton, Smiley, *Speech Training for Children*. New York: Appleton-Century, 1919.

Manser, Ruth B., *Manual of Speech Correction on the Contract Plan*. New York: Prentice-Hall, 1935.

Mulgrave, Dorothy I., *Speech for the Class-*

room Teacher. New York: Prentice-Hall, 1936.

Stinchfield, Sara M., *Speech Pathology*. Boston: Expression Co., 1928.

Ward, Ida C., *Defects of Speech*. New York: Dutton, 1923.

Cuilibet in Arte Sua Perito Est Credendum

"Whoever is skilled in his profession is to be believed"

CUDDIE E. DAVIDSON

The Packard School, New York City

EVEN the law recognizes an expert! From time to time we are impressed with the importance of specialization in industry, in business, and in the professions. The family physician has given way to the specialist; the beloved general store has been supplanted by the chic specialty shop.

Complete knowledge of a particular subject is now considered of superior value, and certainly more important than the very admirable qualities of the "wise man" and "jack-of-all-trades" of bygone days.

So, in the trial of lawsuits, regulations concerning the admission, reception, and weight of testimony of those having a peculiar or special knowledge of a certain subject come within the exception to the general rule that only facts, not opinions of witnesses, are admissible in evidence.

The broad, general rule of evidence is that matters relevant to an issue may be testified to by a witness, on only those points that come within the personal knowledge of the witness; that is, he must have gained his knowledge of such matters through some one of his senses—sight, touch, hearing, etc.

The reason for this rule is apparent. The judge and jury are charged with the responsibility of ascertaining the true facts, and this knowledge must be obtained from the sworn statements of those who *know*, from personal contact, what those facts are. However, when a witness, shown to be otherwise competent, does possess such personal knowledge, he is allowed to give such testimony as a matter of

right, as distinguished from a mere privilege.

But questions tending to call for the conclusion of a witness are not permitted, and courts very closely guard the record from any answers that include the opinion or belief of a witness. Opinions, beliefs, mere conjectures, or conclusions of the non-expert are valueless for the very strong reason that one man's guess is as good as another's.

The exceptions to this highly technical rule are found in those instances that fall within the purview of the maxim under consideration.

Although expert or opinion testimony is usually given by physicians, the exception to the rule also admits such testimony from specialists or experts in a wide variety of fields of thought and endeavor. An architect may give an opinion concerning building construction on design; a physician, though he never has seen the patient, may testify as to the disease, basing his opinion on facts introduced in evidence concerning the symptoms; handwriting and typewriting experts may identify specimens, and express opinions as to their source; and so on, down the list of arts and sciences, wherever experts are found, these "periti," or expert opinion-givers, are very necessary at times in the administration of law.

In passing, we point out that lawyers, alone, are excluded as expert witnesses on subjects included in their profession! The judge is supposed to know the law; hence, the lawyer's opinion as to what is the law would constitute an illegal impertinence!



Economic Geography Of Latin America

E. RAY CASTO, Ph.D.

EDITOR'S NOTE—Plans for an interesting and extensive review and summary of the economic geography of Latin America come from the experience of Dr. E. Ray Casto, professor of geography and education, Emory and Henry College, Emory, Virginia, and Oscar W. Dotson, a college student who aided in formulating the tests.

Dr. Casto taught a group of high school students in economic geography during a summer session, as a demonstration class for the observation of summer school students interested in methods and materials for high school geography. He developed various devices to create interest and careful library investigation. In the study of Latin America, he and Mr. Dotson constructed four Study Guide Sheets that gave the students an incentive to search for information in textbooks, geographic readers, magazines, encyclopedias, unabridged dictionaries, and other sources.

Not all these plans for the study of Latin America can be given in this article. One Study Guide Sheet is printed in full, and the general scheme of the other three is presented. The plan is applicable to the study of any continent or important country. The teacher and students may cooperate in building similar study sheets for summary and review.—DOUGLAS C. RIDGLEY.

THE four Study Guide Sheets have the following titles:

1. The A B C of Latin-American Agriculture. This sheet contains 71 items.
2. The Alphabet of Latin-American Minerals, 45 items.
3. The Encircling C's Insure the Economic Future of Latin America, 62 items.
4. The Busy B's of Latin-American Commerce, 28 items.

These 206 items give a comprehensive survey of the economic geography of Mexico, Central America, the West Indies, and South America. The name of each place or product is directly related to essential geographic information about the place or product.

The Study Guide Sheets are in the form of completion tests. In each statement, sufficient basic information is provided to guide the student in his search for the correct word to complete the statement.

The student is given freedom and encouragement to find information from any available source. He may refer to college textbooks, government reports on Latin-American countries, or to other sources of higher grade than the references ordinarily used in high schools.

ABC of Latin-American Agriculture

Fill the blanks with names of Latin-American agricultural products, beginning each name with the initial letter indicated. Each letter of the name is indicated by a dash in the blank.

A IS FOR

1. —————, a drought-resistant legume that has greatly extended the cattle-raising industry of Argentina.

2. —————, a Peruvian animal that produces a valuable wool.

B IS FOR

1. —————, the nut of a wild palm tree of the lower Amazon.

2. —————, a species of gutta-percha used in making rubber belting, golf-ball covers, and in insulating electric wires.

► *About Dr. Casto:* B. S. and M. S. from West Virginia Wesleyan; M. A., Peabody College for Teachers; Ph. D., Clark University. Professor of geography and rural education, Emory and Henry College, Emory, Virginia. During 1937 published articles with such attractive titles as "The Life-Giving Dead Sea," and "Tel Aviv: The New City of Palestine."

3. ————, the lightest known wood. It is strong and is used in airplane construction. It grows in northern South America and in Central America.

4. ————, the chief fruit that enters world commerce from the tropics.

5. ————, a nut yielded by the Brazilian forests, which is exported to the value of about \$3,000,000 annually.

C IS FOR

1. ————, an American plant that produces the chief but declining export of Ecuador.

2. ————, a valuable wax obtained from the leaves of a palm that forms an important export from Brazil.

3. ————, important live stock of Argentina.

4. ————, the basis of chewing gum. It is obtained by tapping the zapote tree of Columbia, Mexico, and intervening countries.

5. ————, the chief agricultural crop of Brazil.

6. ————, the chief export crop of Argentina.

7. ————, an important textile fiber produced by Brazil, Argentina, and Peru.

D IS FOR

1. ————, produced in the more arid portions of the Dutch West Indies.

2. ————, a leguminous tree. The pod is used in tanning.

E IS FOR

1. ————, a tropical wood of Latin America, prized for its beauty of color and grain.

2. ————, a crane of the marshes of the Llanos. Its beautiful plumes form a valuable export.

F IS FOR

1. ————, a wild fruit of the eastern lowlands of Brazil.

2. ————, a staple article of the daily diet of the natives of the river banks of Amazonia.

3. ————, an important crop of Argentina, grown for its seed.

4. ————, of which Latin Amer-



About Dr. Ridgley, Series Editor: Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France, head of the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to the field of educational geography."

ica grows practically all kinds, because of its wide range of climate. Much of the Chilean crop is dried.

G IS FOR

1. ————, a fruit of the West Indies and of Caribbean Colombia.

2. ————, a much cultivated crop of Chile and Argentina due, in large measure, to the ideal climate.

3. ————, a variety of plants that in the Pampas are so nutritious that they support a great live-stock industry.

4. ————, live stock found on rocky and semiarid lands of Argentina where sheep raising is unprofitable.

H IS FOR

1. ————, an important fiber plant of Yucatan.

2. ————, exported in great quantities from the live-stock regions.

3. ————, beasts of burden.

I IS FOR

1. ————, a type of nut, an important export from Ecuador.

2. ————, a blue dye produced in Central America.

J IS FOR

1. ————, an important fiber that is used in manufacturing, especially at Bahia. It is essential to the coffee and grain industries.

K IS FOR

1. ————, the cream-colored seed from the pods of a tree.

L IS FOR

1. ————, citrus fruits of greatest importance for the preparation of their juice. They grow in Bolivia, the Guianas, and the West Indies.

2. —————, an industrial oil obtained from the seed of the flax plant. It is third in value of Argentina's export.

3. —————, an animal domesticated by the Indians and the unit of measurement of their wealth. It is often called the "camel of the Andes."

M IS FOR

1. —————, a spice, which is the lace-like seed coat of the nutmeg.

2. —————, the most important starch food raised in Brazil.

3. —————, an important timber of the Caribbean region.

4. —————, hardy draft animals much used in Latin America.

N IS FOR

1. —————, drugs, many of which are derived from plants of Latin America.

2. —————, the kernels of the fruit of a small tree raised in Jamaica and elsewhere and used in flavoring.

O IS FOR

1. —————, a cereal grown a great deal in the cooler and moister lands of Latin America.

2. —————, a vegetable of Latin America whose pods, when young, are cooked and served as a salad. It is used a great deal in soups.

3. —————, a citrus fruit growing wild in the tropical lowlands. It is cultivated in Chile and elsewhere.

P IS FOR

1. —————, a tree of which several productive types are found in Latin America.

2. —————, cakes of unrefined brown sugar.

3. —————, a root crop, native to America, an important product of the Andean countries.

Q IS FOR

1. —————, the most valuable forest product of Latin America. It is rich in tannic acid.

2. —————, an extract yielded by the bark of the cinchona tree, which grows on the eastern slopes of the Andes.

R IS FOR

1. —————, a cereal in common use among the working people, especially of Brazil, which produces twice as much of this crop as does the United States.

2. —————, a hard, heavy, brown, and usually fragrant wood exported from Rio de Janeiro and Bahia.

S IS FOR

1. —————, the chief live stock of Patagonia.

2. —————, the fiber of the henequen plant. The peninsula of Yucatan exports many millions of dollars worth annually.

3. —————, aromatic substances derived from plants and used a great deal for flavoring foods.

4. —————, the chief agricultural product of Cuba.

5. —————, which are an important article in the diet of Latin Americans but do not enter very much into commerce.

6. —————, a type of live stock that is increasing in importance due to the great quantities of lard exported.

T IS FOR

1. —————, a hard, white nut used for making buttons.

2. —————, the starch obtained from the roots of the mandioc or manioc plant.

3. —————, a native American plant exported from Brazil, Colombia, Cuba, and some other countries.

4. —————, a native American bird found wild in the forests of Latin America, prized for food.

U IS FOR THE

1. —————, which owns and operates vast fruit plantations in Latin America.

V IS FOR

1. —————, a group of food plants produced in large quantities, most abundantly on the lands near cities.

2. —————, an animal living at high altitudes and prized for its skin.

3. —————, which produce an article used a great deal in the daily

diet of Latin peoples. The oases of western Argentina are the chief ones given to this crop.

W IS FOR

1. ————, an important cereal crop of Argentina and Chile.

2. ————, a leading export of Argentina, in which it is second only to Australia.

X IS FOR

1. ————, a local product of the cattle industry for which there is a large domestic market.

Y IS FOR

1. ————, a forest product of Brazil, Paraguay, and Argentina. From it is prepared a refreshing, nourishing, and stimulating drink.

Z IS FOR

1. ————, a type of cattle imported from East India and raised in the warmer parts of Latin America.

KEY TO THE A B C OF LATIN-AMERICAN AGRICULTURE

1. Alfalfa	3. Grasses	1. Quebracho
2. Alpaca	4. Goats	2. Quinine
1. Babassu	1. Henequen	1. Rice
2. Balata	2. Hides	2. Rosewood
3. Balsa	3. Horses	1. Sheep
4. Banana	1. Ivory	2. Sisal
5. Brazil	2. Indigo	3. Spices
1. Cacao	1. Jute	4. Sugar
2. Carnauba	1. Kapok	5. Sweet potatoes
3. Cattle	1. Limes	6. Swine
4. Chicle	2. Linseed	1. Tagua
5. Coffee	3. Llama	2. Tapioca
6. Corn	1. Mace	3. Tobacco
7. Cotton	2. Manioc	4. Turkey
1. Dates	3. Mahogany	1. United Fruit Company
2. Divi-divi	4. Mules	1. Vegetables
1. Ebony	1. Narcotics	2. Vicuna
2. Egret	2. Nutmegs	3. Vineyards
1. Figs	1. Oats	1. Wheat
2. Fish	2. Okra	2. Wool
3. Flax	3. Orange	1. Xarque
4. Fruits	1. Palm	1. Yerba mate
1. Grapefruit	2. Panela	1. Zebu
2. Grapes	3. Potatoes	

THE ALPHABET OF LATIN-AMERICAN MINERALS

This Study Guide Sheet is in the form of

the one for Latin-American Agriculture, and contains 45 items. The first two items only are given, but the key is given in full.

A IS FOR

1. ————, a product of Trinidad and Venezuela. Its chief use is in paving streets and highways.

2. ————, which is found in the highlands of Peru. It is employed to give hardness to softer metals in alloys; for example, type-metal, bell-metal, etc.

KEY TO THE ALPHABET OF LATIN-AMERICAN MINERALS

1. Asphalt	1. Iodine	4. Phosphate
2. Antimony	2. Iron	1. Quicksilver
1. Bauxite—aluminum	1. Jamesonite	1. Rocks
2. Bismuth	1. Kaolin	1. Silver
3. Borax	1. Lead	2. Sulphur
1. Copper	1. Manganese	1. Tin
2. Cobalt	2. Mercury	2. Tungsten
3. Coal	3. Monazite	1. Uncia
1. Diamonds	4. Molybdenum	1. Vanadium
1. Emeralds	5. Magnesite	1. Wolframite
1. Fuel	6. Mica	1. Xenotime
1. Gold	1. Nitrate	2. Xarque
2. Guano	1. Oil	1. Yareta
3. Graphite	1. Pearls	1. Zinc
1. Hematite	2. Petroleum	
	3. Platinum	

THE ENCIRCLING C'S INSURE THE ECONOMIC FUTURE OF LATIN AMERICA

On this Study Guide Sheet are 62 items; 62 phrases are numbered and printed, describing products. Each description requires a name with the initial letter C. The answers may be written and numbered as on the sheet. The names may be numbered and printed at the appropriate place on a large outline map of Latin America. The map may be drawn on the blackboard or a printed outline may be used.

The first two items only are given here, but the key is printed in full.

1. The leading crop of Brazil, of Colombia, and of Venezuela.

2. Cultivated grasses grown for their grain. Six or more types are grown in Latin America.

- | | | |
|----------------|----------------|-------------------|
| 1. Coffee | 22. Copper | 43. Coumarin |
| 2. Cereals | 23. Caliche | 44. Cacao |
| 3. Cotton | 24. Cattle | 45. Cohune |
| 4. Cacao | 25. Coaling | 46. Copiapo |
| 5. Cane | 26. Charqui | 47. Cashew |
| 6. Chicle | 27. Cassava | 48. Copaiba |
| 7. Citrus | 28. Chilies | 49. Ceiba |
| 8. Coconut | 29. Coquito | 50. Cedro |
| 9. Coca | 30. Coir | 51. Coal and coke |
| 10. Corn | 31. Copal | 52. Carapa |
| 11. Cinnamon | 32. Cream | 53. Castillo |
| 12. Cloves | 33. Coypu | 54. Camel |
| 13. Copra | 34. Chuno | 55. Candelilla |
| 14. Corozo | 35. Cochineal | 56. Crude |
| 15. Cocaine | 36. Cordovan | 57. Carludovica |
| 16. Cinchona | 37. Carnauba | 58. Coquillo |
| 17. Caoutchouc | 38. Chinchilla | 59. Cocus |
| 18. Cheese | 39. Chevrettes | 60. Caoba |
| 19. Catgut | 40. Caucho | 61. Canal |
| 20. Cola | 41. Chickens | 62. Cascalote |
| 21. Coal | 42. Capsicum | |

BUSY B'S OF LATIN-AMERICAN COMMERCE

On this sheet are twenty-eight names of products and places. The names are printed in capital letters with the vowels omitted at spaces where the student is to insert the correct vowels to complete the name. These twenty-eight names are:

- | <i>Products</i> | | |
|-----------------|-----------------|--------------------|
| 1. Babassu nut | 11. Bismuth | 3. Barbados |
| 2. Balata | 12. Borax | 4. Barranquilla |
| 3. Balsa | 13. Brazil nut | 5. Belem |
| 4. Balsam | 14. Brazilwood | 6. Bogota |
| 5. Bamboo | 15. Breadfruit | 7. Buenaventura |
| 6. Banana | 16. Butter | 8. Buenos Aires |
| 7. Barley | | 9. Bluefields |
| 8. Bauxite | <i>Places</i> | |
| 9. Beans | 1. Bahia | 11. Belize |
| 10. Beef | 2. Bahia Blanca | 12. Bosco del Toro |

N.C.T.F. to Meet in Chicago, December 27-30

THE program for the December convention of the National Commercial Teachers Federation is rapidly being completed.

One of the features of this year's program, we are informed by the president of the Federation, R. G. Walters, will be addresses by a number of prominent speakers representing outstanding business firms. Among these are James O. McKinsey, Chairman of the Board of Directors of Marshall Field and Company; L. E. Frailey, editorial director of the Dartnell Corporation; and John Gilbert, Secretary, *Office Appliances*.

In addition to speakers representing actual business, the program so far includes representatives of the leading commercial teacher training institutions, private schools, and public schools of the country. Every section of the United States is represented on the program. It is believed that this year's program will attract the largest attendance ever around at a Federation meeting.

The Sherman Hotel has been selected as the official headquarters for the convention, which will last from Monday, December 27, until Thursday noon, December 30.

A special effort is being made to give teachers additional opportunity to discuss informally their own classroom problems. As

announced in the October BEW (page 130), George A. Meadows, president of the Private Schools Department, has scheduled a round table for private business school teachers.

The round table discussion will be conducted by E. W. Pennock, of Ferris Institute, Big Rapids, Michigan. Four subjects have been chosen for discussion: Personality Development of the Private School Student; Secretarial High Points from the Shorthand Teacher's Angle; Accounting Values and Private School Teaching; and the Future of Machine Shorthand from the Teacher's Viewpoint.

Among the speakers who will discuss these subjects are: Russell H. Miller, Bowling Green College of Commerce; W. W. Lewis, Gregg College; W. C. Kiddo, Goldey College; and Miss Bessie C. Hutchinson, The Business Institute of Detroit.

Agnes E. Meehan, first vice president of the Federation, is organizing a classroom clinic for public school teachers.

An intensive membership drive is under way, directed by J. Murray Hill, of Bowling Green Business University, Bowling Green, Kentucky, and from present indications the Federation will have a large increase in membership this year.



GORDON F. CADISCH

TWO years ago, we announced in these pages the appointment of Dr. Gordon F. Cadisch as dean of the Hudson College of Commerce and Finance, of St. Peter's College, Jersey City, N. J. Now, with deep sorrow, we announce his death on October 4, 1937.

Dr. Cadisch was a graduate of the University of Illinois, with a master's degree from New York University and a doctor's degree from Georgetown University.

His busy life included two years as physics research laboratory assistant for the National Electric Lamp Association, Cleveland, Ohio; five years in Wall Street as an investment broker; and two years as assistant and associate economist for the Federal Bureau of Agricultural Economics, Washington, D. C. He was active in many professional organizations, the author of many government publications, and a contributor to various magazines and yearbooks. He had traveled extensively in Europe and Asia.

Dr. Cadisch was a member of the faculty of the University of Maryland from 1925 to 1927; from 1927 to 1929 he was associate professor of economics and assistant to the dean at the University of Illinois; and from 1929 to 1935 was professor of economics and director of the school of business administration of the State College of Washington.

In 1934, Dr. Cadisch served as a delegate to the convention in London of the International Association of Financial Schools and during the same year was president of the Inland Empire Commercial Teachers Association.

One of his most important contributions to commercial education was his experimentation with motion picture films in the teaching of shorthand and typing. He collaborated with Miss Eleanor Skimin, of Detroit, and Mrs. Ethel H. Wood, of the State College of Washington, in the production of the two

films, "Correct Shorthand Technique" and "Teaching Beginners to Typewrite." These motion pictures have had a wide circulation in the past four years and their popularity is rapidly increasing.

Our sincere sympathy is extended to his mother, Mrs. Frances Cadisch, of New York City, and his four sisters, Mrs. William W. Lundell, Mrs. Charles L. Kemper, and the Misses Anita and Wanda Cadisch.

C. A. NOLAN has joined M. E. Studebaker's staff at Ball State Teachers College, Muncie, Indiana, as assistant professor. Mr. Nolan succeeds Cecil Puckett, whose appointment to the University of Denver faculty was announced in the September BEW (page 56).

Mr. Nolan is a graduate of Grove City College, Grove City, Pennsylvania, and holds a master's degree from the University of Pittsburgh. For five years he was acting head of the Aliquippa (Pennsylvania) High School commercial department. Last year, he was head of the department in the Senior High School of Hornell, New York. Mr. Nolan has published several articles on salesmanship.



C. C. CALLARMAN

C. C. CALLARMAN, formerly an instructor in the commercial department of Ponca City (Oklahoma) High School, became head of that department at the beginning of the school year.

Mr. Callarman is a graduate of Central State Teachers College, Edmond, Oklahoma. He is the author of a course of study in transcription, and is especially interested in the coordination of high school commercial courses with actual procedure in business offices.

Each member of Mr. Callarman's 1936 advanced shorthand class qualified for the Gregg Writer 120-word gold pin; and five members of his 1937 advanced shorthand class received the 140-word silver medal. Mr. Callarman is a firm believer in commercial contests, and (he says) is training his son, John Alan, for the 1950 national commercial contests. John Alan is two years old.



Bank Reconciliation Statements

Taught by the Problem Approach

I. DAVID SATLOW

Students are confronted with real-life conditions in business

IN the usual classroom presentation of the bank reconciliation statement, the student is given the bank balance, the check-book balance, the amounts of outstanding checks and deposits in transit. In the actual business situation, however, when the bank statement arrives, there is no list of outstanding checks, nor is there a schedule of funds awaiting deposit. And so, in the usual classroom presentation, the student does not go through the "experiencing" situation. He does not learn to make the reconciliation statement in the way it is done in the business world, where he will be obliged to rely upon his own resources to obtain all the necessary data.

How much richer is his learning when the student is confronted with a real-life situation in which he is given an actual check book and/or cash book and ledger, accompanied by a bank statement with actual canceled checks, and is asked, "How much money do we have in the bank? How much money can be drawn upon?"

The student then sees for himself that the firm's check book or cash book indicates one balance, while the bank statement indicates a totally different balance. He is brought face to face with reality when asked, "How do you explain the occurrence of this condition?" Then and there he experiences the actual processes involved in effecting a solution. The student is in the "doing" situation, in which he is asked or led to work out the problem as he would in an office.

The procedure is not a vague one. An extensive discussion among the students leads to a miniature audit by the class and results in effecting a solution of a common problem before the class.

What the writer considers a more representative example of the problem approach will be presented in the following stenographic report of a lesson that has been given on this important topic.

The teacher entered the room with the following records and reports obtained from the General Organization office.

Bank statement.	Check book.
Canceled checks.	Cash book.
Bank charge slips.	Ledger.

As soon as the class attendance was checked, the teacher announced, "The General Organization has just received its bank statement from the Manufacturers Trust Company. I am going to pass this around so that all of you get an idea of how it looks."

The bank statement was then passed around. A brief discussion ensued, in which were cleared up questions concerning the meaning of the bank statement, when it is received, and what the various items on it represent.

The rest of the lesson will be presented in question-and-answer form.

T. What does the Manufacturers Trust Company report the General Organization's balance to be?

► *About David Satlow:* B.S. and M.B.A. from the College of the City of New York; LL.B. from St. Lawrence University. Instructor in Bushwick High School, Brooklyn, N. Y. Author of a score of published articles on extra-curricular activities and teaching methods and devices for bookkeeping, business training, and law. An associate editor of the *Journal of Educational Sociology*. Co-chairman of the Law Research Committee, Commercial Education Association of New York City and Vicinity. Hobby: music—collects phonograph records of concertos, sonatas, etc.

- S. (looking at bank statement) \$888.47.
 T. How does that compare with the balance as it appears on the G. O. records?

Student inspects the G. O. check book and reports.

- S. According to the check book, the G. O.'s cash balance as of January 31 was \$322.89.
 T. Quite a difference! What is the balance according to the G. O. cash book?
 S. The balance at the beginning of the period was \$662.37; receipts for the period amounted to \$5,594.15; the total of cash payments up to January 31 was \$5,933.63.

A second student writes these figures on the blackboard while the rest of the class works at their desks.

\$ 662.37	Balance at beginning
5,594.15	Receipts
<hr/>	
6,256.52	To be accounted for
5,933.63	Payments
<hr/>	
\$ 322.89	Balance at end

- T. Still \$322.89! That's strange. Our G. O. bookkeeper is very careful. Her check book and cash book show a balance of \$322.89, yet the bank reports that balance is \$888.47. Can it be that the bank made a mistake? How do you account for this difference of over \$500?

Several explanations were then advanced by students, each in turn being rejected by the teacher. Then one student suggested:

- S. Maybe the bank didn't pay all the checks the G. O. issued.
 T. That's an idea. Suppose you compare the checks returned by the bank with those the G. O. issued.

The class was then given the entire batch of canceled checks returned by the bank, and was also given the check book. Steps were then to be taken to discover the discrepancy.

The checks were divided into several stacks, each stack being arranged serially by a separate group of students. These were then assembled seriatim into one batch. While rearranging the checks, students noticed that some "numbers" were missing.

- S. Some checks are missing.
 T. How can that be?
 S. They probably haven't been deposited as yet or else haven't cleared.
 T. And when they clear, what will happen to the G. O. balance on the bank's records?

- S. It will decrease.
 T. What will happen to the G. O.'s cash balance in the cash book, ledger, or check-book stubs?
 S. Nothing.
 T. Why?
 S. Because we had already entered all checks in our cash book, considering them as deductions from our account.
 T. That is correct. What checks have not as yet cleared through the bank?

One of the group that collated the checks reported the outstanding checks, another student listed them on the blackboard, and the rest of the class worked at their seats. The missing check numbers were then listed on the board for the benefit of the class. They were found to be as follows:

#2633	#2709	#2721
2666	2711	2722
2691	2719	2723
2701	2720	2724
2708		

In addition, another group went through the check-book stubs to determine the amounts of the outstanding checks. The sums were dictated to the students working at the board. However, three additional outstanding checks were traced through an inspection of the check book that did not "show up" on the inspection of the batch of checks. This was due to the fact that the numbers of these last few checks followed the last check (#2725) to clear through the bank. The numbers of these were:

#2726
2727
2728

The inspection also disclosed that one check (#2691) was void. Then followed a brief discussion as to why the check was voided.

- T. What do you get as the total of the outstanding checks? (Students add.)
 S. \$671.40.
 T. Is this figure of any value to us?
 S. Yes.
 T. What does it mean to us?
 S. It means that \$671.40 worth of checks that were issued by the G. O. have not as yet been paid by the bank.
 T. What effect will payment have on the balance in the bank account?
 S. It will cause a decrease of the bank balance.
 T. So that if we do make allowance for the

checks that are outstanding, what will our balance be? Let us compute it arithmetically.

One student was asked to recite; another was called to the blackboard; all others worked at their seats.

\$888.47	Bank balance
-671.40	Outstanding checks
<hr/>	
\$217.07	

- T. What does this figure (\$217.07) represent?
S. What our balance will be after the outstanding checks are paid by the bank.
T. And what was the G. O.'s balance according to its books?
S. \$322.89.
T. It now appears that the G. O. has much less in the bank than it thought it had. How much difference is there between this new bank balance and the balance on the G. O.'s books?

Students did the calculation in the same manner as before:

\$322.89	
-217.07	
<hr/>	
\$105.82	Discrepancy

- T. How do you explain this discrepancy?

Various explanations were offered, but were rejected by the teacher. Then one student volunteered the following answer:

- S. We looked at the checks to determine which were paid and which were not, but did nothing about the cash receipts to find out whether all the money received by the G. O. was deposited in the bank.
T. Yes, you're quite right. There is always a possibility that the last day's receipts did not get to the bank in time for inclusion in this month's account.
How much was the difference between the revised bank balance and the G. O. bookkeeper's cash balance?
S. \$105.82.
T. Let us look at our check stubs once again. What was the amount of the deposit for the 31st of January?
S. \$104.07.
T. Please look at your bank statement now. Does the bank report any deposit of that sum?
S. No.
T. Apparently it was not deposited until the 1st of February!
S. But that still doesn't make our balance agree with the bank's balance.
T. Yes. I am glad you mentioned it. It's still out of balance. What was the amount of the difference?

- S. \$105.82.
T. And how much of that have we traced?
S. \$104.07.
T. How much are we still short?
S. \$1.75.

At this point the committee that had assorted the checks notified the class that two slips had appeared among the checks: one charging the G. O. 50 cents for a counterfeit coin found in one of the deposits, the other for \$1.25 for "account activity."

- T. Then that clears it.
S. So who was right—the bank or the bookkeeper?
T. Who do you suppose?
S. Both.
T. How do you make that out?
S. Each is right from his own point of view. The bank's balance differs from the G. O. bookkeeper's because the bank doesn't add to the G. O. account until the money is actually deposited and doesn't deduct until the checks are presented for payment.
T. And the bookkeeper?
S. The bookkeeper adds what is ready to be deposited and subtracts all sums for which checks are issued.
T. So what were the causes of difference between the bank statement's balance and the check-book balance?
S. Outstanding checks.
T. Anything else?
S. Funds awaiting deposit.
T. We call this "deposits in transit."
S. Bank Charges.
T. Very fine. By the way, is any entry to be made on our books for the Bank Charges? After all, the G. O. balance at the bank will really be reduced now to the extent of \$1.75. Should any entry be made?
S. Yes, we should enter it on our books.
T. What entry should be made for the counterfeit coin?
S. Cash Short & Over to Cash, 50 cents.
T. What about the \$1.25 fee?
S. Bank Charges to Cash.
T. Will you please pass around those two slips for the bank charges so that the class will get an idea of how they look.

The students passed around the two forms.

- T. Let us now arrange all this information in a systematic order, by preparing a report for the G. O. bookkeeper that will reconcile her cash balance with that reported by the bank.

The teacher then developed the following form on the blackboard, the students working at their seats:

BUSHWICK HIGH SCHOOL
GENERAL ORGANIZATION

BANK RECONCILIATION STATEMENT
January 31, 1937

Balance as per Bank Statement.....	\$888.47
Deposit in Transit.....	104.07
	<hr/>
Less Checks Outstanding.....	992.54
	<hr/>
Corrected Balance.....	671.40
	<hr/>
Corrected Balance.....	\$321.14
	<hr/>
Balance as per Check Book.....	\$322.89
Less Bank Charges.....	1.75
	<hr/>
Corrected Balance.....	\$321.14
	<hr/>

T. For home work, I should like to have you write a brief composition describing what we did this period, including the procedure followed and computations made.

The compositions submitted the following day were splendid expositions of the entire process of reconciling the cash balance of the check book with that of the bank statement.

During the lesson proper, a great deal of review and incidental learning resulted. While the list of outstanding checks was being determined, the rest of the class inspected the thirty-column cash book and saw concretely the use of labor-saving and controlling account columns, saw forwarding from page to page, and also several columns they never met before—a Receipt Serial Number and a Check Number column on the Cash Payments pages. They also had occasion to learn that the Cash Receipts consumed three pages more than the Payments. These are mentioned here because they appeared on some of the compositions as items that impressed the students.

Some of the thought-provoking questions that were interposed were:

1. How is it possible for some checks to be outstanding while others that had been issued after these have been returned by the bank as paid?
2. How do we know that the G. O. treasurer didn't keep the money?
3. How can the G. O. protect itself against such contingencies?
- S. Fidelity insurance.
- T. As a matter of fact, the G. O. treasurer is bonded for \$5,000. The G. O. pays \$12.50 annually for this insurance.

The reactions of the students can be gathered from some of the comments in the compositions submitted by them.

One student wrote:

Our period yesterday was different from the usual routine and it was very interesting and helpful. We had an actual experience with an actual business situation. While we were gaining some interesting knowledge, we were also helping in the checking of the G. O. books.

Another stated:

Mr. Satlow gave the G. O.'s canceled checks and its bank statement to the class. This was quite interesting because it was real and not just a few figures thought out by the author of our bookkeeping book.

It is needless to go on repeating such sentiments. It may be interesting, however, to reflect on a different type of attitude, expressed in the second sentence of the following reaction:

This is the first time I ever realized what work the bookkeepers must put in to get the correct amounts for their statements. I much prefer the other and easier way of getting the figures and that is having all the figures given in the book.

The first sentence of this student's statement is very significant and indicates that even the lazy student can appreciate a superior method.



N. B. CURTIS

N. B. CURTIS, formerly an instructor in stenography in Pittsburgh's Peabody High School, has joined the teaching staff of Bloomsburg (Pennsylvania) State Teachers College.

Mr. Curtis holds degrees from Iowa State Teachers College and the University of Pittsburgh.

He is a past president of the Iowa Commercial Teachers Association, a former chairman of the NCTF Stenography Section, and is treasurer of the Tri-State Commercial Education Association. He has published various articles on junior business education, is co-author of Pittsburgh's course of study in junior business training, and contributed a discussion of business English to the fifth ECTA Yearbook. He has contributed to the programs of NCTF, ECTA, Tri-State, and the Iowa Research Conference on Business Education.



Ours Not to Reason Why?

M. EMILY
GREENAWAY

IN the January, 1937, issue of *Occupations* I came across a statement that certainly gave me a jolt. I have a feeling it will nettle the professional pride of some other commercial teachers, too.

In the article, "Exit—The Private Secretary," Elizabeth Gregg MacGibbon has this to say of us:

In the course of my travels about the country during the past two and a half years, I have been surprised at the lack of up-to-date information on business requirements among commercial teachers.

Then she spices her observation with an additional half ounce of subtle criticism:

Even though it may not be within the province of commercial teachers to inform themselves about what is going on in the world for which they are preparing students, surely there are vocational counsellors who should acquaint the teaching force with facts about employment.

Are our faces red? Guilty or not guilty, they *are* very red. Any commercial teacher who has to plead guilty to a charge of ignorance of facts that are so vital a part of her real job should have the grace to blush a warm rich crimson. The facts are certainly available for the interested teacher—or even for the uninterested teacher; in fact, it seems to me it would take quite a trick of dodging to avoid some contact with them. Professional business education magazines, speakers at teachers' conventions, radio forums, panel discussions, courses in schools of commercial education—all have been dealing fluently with the subject of what the business man requires of commercial graduates.

As for the teacher who has read, listened, studied, and thought seriously about this matter, she will flush at least a rosy pink at this unjust accusation. But then she will

perhaps shrug, for if her study of the problem has taught her anything, it has taught her that the requirements of business cannot be confined within the limits of definition. They are not crystallized. They are constantly shifting.

The alert teacher also knows that in any discussion of the needs and desires of business men a pertinent question is: "What business men?" For there are the big business men and the little business men; the city business men and the rural business men.

Most of the current discussion is centered around the big metropolitan business men. A knowledge of the ever-changing needs of corporations, railroads, insurance companies, banks, etc., is the responsibility of the teachers in metropolitan districts, and it is up to them to keep on their mental toes all the time to know the present needs and to forecast the future needs.

Schools in smaller cities or in villages are concerned, for the most part, with training pupils to take jobs in local firms. The needs of these companies are likely to be clearly and definitely stated. It would be an obtuse teacher indeed who could live and teach in a small community and not be aware of the needs of the businesses of that community.

High School "Secretaries"

It is generally true that, city or country, a business man does not expect to take a sixteen- or seventeen-year-old girl or boy direct from high school and place him in the capacity of secretary. If he takes the high

▶ *About M. Emily Greenaway:* B.S. and M.S., New York State College, Albany. Teaches in Senior High School, Port Chester, N. Y.; lives in Greenwich Village. A background of varied business experience helps her in teaching and in guidance and placement activities. Hobby is writing short stories, but she departed from it long enough to win first prize in the BEW's essay contest for teachers last year ("Experience Required," p. 403, Vol. XVII).

school graduate at all (and more and more personnel directors are requiring post-high-school training), he starts him in on the ground floor in a small clerical or routine stenographic position and gradually works him up to the position of secretary.

In discussing the training of secretaries in high schools, Mrs. MacGibbon asks:

Would it not be kinder to tell the children the truth, that the most they can hope for is to start in small clerical jobs from which, if they keep up with their shorthand, they may be able to progress into stenography; that secretarial positions are not increasing; that they are actually decreasing?

On that point I have a strong feeling that Mrs. MacGibbon is worrying needlessly. I think we aren't deceiving the children. The girls and boys know that, with a few exceptions, they aren't going out to be secretaries right away. Most of them know that it is only with extraordinary luck that they will go out as stenographers or clerks. In this, they are more realistic than the state education departments and the others who are responsible for the organization of the high school commercial curriculum. They are the ones who seem to be unaware of current business requirements.

Secretarial Course Too Ambitious

In most high schools, a course called "secretarial practice" has been added to the commercial curriculum. The very title of this course is too lofty. It has a tendency to mislead. The aims of the course are too aspiring. As described in one secretarial practice syllabus, the aims of this course are as follows:

To prepare advanced shorthand pupils for *secretarial work*. To promote growth in secretarial knowledge and skills. To develop well-prepared pupils to meet successfully actual office situations *which require vocational training on the secretarial level and more than average stenographic ability*.

In addition to these general objectives, there are listed *thirty-five specific aims*, ranging in difficulty from drilling in spelling and punctuation to training for ability to compose letters, type manuscripts, plan itineraries; from tending to the mail and operating office machines to a comprehension of business organization and bank procedures. Of course, through all this technical training

must be woven the pattern of the perfect secretary from the viewpoints of dress, manners, speech, personality, etc.

The point not to be forgotten is that all this superstructure of training is to be given to children fifteen to seventeen years of age in one year of forty weeks, five recitations a week, 45 minutes a recitation. After this process is completed, they are given diplomas, dubbed "secretaries," and sent out to cope with the business world.

In these days when a greasing pit in a gasoline station is termed a "lubritorium," I suppose it may be correct nomenclature to call a high school commercial graduate a "secretary." Back in the days when we were graduated from the high school commercial course as unassuming stenographers, we looked up to secretaryship as a high ideal and we put private secretaries on mental pedestals. Pseudo-secretaries we scorned as "stenographers with swelled heads."

In spite of the vision of secretaryship imposed on them, the youngsters of today do not seem so different in their attitude. When now and then one of the graduates of the school where I now teach comes back after a few months or a year and attempts to thrill us with the news that she is engaged as a secretary for some firm, I notice that my pupils grin knowingly at one another. I don't agree with Mrs. MacGibbon that the children are being misled—that is, for the most part. I think the ones who need to be made to see the light are those who organize the commercial courses.

Need for Change in Aims and Content

Since business men are not looking for young secretaries fresh from high school, it seems to me the reasonable procedure for the high schools is to stop pretending to train secretaries and get right down to work to train stenographers, office clerks, machine operators. The secretarial practice course needs revision. Its title should be changed to something more practical: office procedure, office training, training for the office, or even stenographic practice. Its aims should be brought down to earth a little more.

If in high school we can train a child to take shorthand at a fair rate of speed, operate

a typewriter with reasonable skill, produce a mailable transcript, operate the commonly used office machines and appliances, we have done a reasonably good job with his technical training. In addition, in the very nature of our training we must stress the essential elements of proper speech, clothing, and manners—and, of course, all education has for its basic purpose the development of character.

The content of the present secretarial practice course is too comprehensive. To attempt to cover the whole secretarial field in a high school course of one year will result in a superficial skimming of all the various phases, which will leave the student confused and totally unprepared for the kind of job he might be able to get if he were properly trained.

He isn't ready to comprehend the more complicated phases of such a position. He lacks the maturity and the judgment. It will be years before he will be in a position to compose letters, plan itineraries, or make important decisions involving ethics of business.

Back to the Fundamentals

One certain factor in this whole uncertain matter of business requirements is that whether the business be large or small, rural or urban, the business man not only needs but demands accuracy in spelling, punctuation, and word usage, in addition to reasonable skill in shorthand, typing, and operating the various office machines.

Mrs. MacGibbon tells of a high school that graduates 1,900 commercial students a year, all highly proficient in the mechanics of stenography and typing, of which it is doubtful if nineteen are able to retain commercial positions. The principal of that school admits that inability to spell, punctuate, paragraph, and cope with the English language as it is used daily in business is the Waterloo of these young people.

Before you dismiss that as just one shocking instance, it might be well to consider your own graduating classes for the past few years. How many of your graduates are secretaries? How many are in line to be secretaries? How many have won promo-

tion? How many were fired from their first job?

What to Do About It

It becomes clear that, after the first barbed-wire fence of criticism has been hurdled and the sting of the barbs has worn off and the flush of resentment has died down, we shall find a few signposts in Mrs. MacGibbon's article by which we would be wise to guide ourselves in our teaching.

One is that the day of the secretary is on the wane. Her place is being taken by the modern system of grouping several stenographers under one transcription supervisor.

Another is that the stress should be placed on the pupil's acquisition of a high degree of skill in the performance of the fundamentals—spelling, punctuation, capitalization, vocabulary building, correct word usage.

Still another is that emphasis should be given to the importance of accuracy, neatness, and attractiveness in producing the finished letter.

We must stop wasting the time and energy of our pupils with furbelows, and get down to work on these fundamentals. Whether or not we are able to persuade those in charge of planning the secretarial practice course to make it more definite and concrete, we must roll up our sleeves and start right in on the job of turning out highly skilled craftsmen whom the business man will be glad to take on as stenographers, typists, clerks, and office-machine operators.

Ours not to reason why? Let us resign from the Light Brigade and ourselves discard those romantic visions that Mrs. MacGibbon attributes to high school pupils.

Artistic Typewriting

THIS month's copy, shown on pages 176-177, was typed in twelve hours and forty-five minutes by a senior normal secretarial student, Helen Golas.

The design contains 230 vertical spaces and 714 horizontal spaces. It was made, of course, on a machine with a special wide carriage.

Many teachers are writing me, expressing their interest in artistic typewriting.—*Margaret M. McGinn, Bay Path Institute, Springfield, Massachusetts.*



Business Education In the Small High School

A. O. COLVIN, Ph.D

THE following outline presents a philosophy of business education and suggests a program of subjects for a small high school. It is not to be understood that every small high school should include in its program of business education all the subjects included in the outline. The different subjects are introduced in the order of their importance in the proposed program, but the number that should be included will depend upon local conditions in each case.

If only one business subject can be offered in the high school program, it should be consumer economics in the twelfth grade. If two business subjects are to be included in the program, they should be introduction to business in the tenth grade and consumer economics in the twelfth grade. Thus the proposed program becomes elastic and adaptable to the curriculum in any high school.

Different sections of the outline will be discussed and explained through a series of articles that will appear in later issues of the *BUSINESS EDUCATION WORLD*. Comments, criticisms, and questions will be welcomed by the author.

The Problem

A practical program of business education for the small high school.

Analysis of the Problem

- What are the functions of business education in the small high school?
- What are the direct objectives of business education in the small high school?
- What business subjects should be offered in the small high school?
- Who should teach the business subjects?
- What should be the educational qualifications of the business teacher?
- To what extent should the program of business education contribute to the objectives of general education?

What is the relationship that should exist between the fields of business education, home economics, science, and the social studies, and how can these relationships be correlated?

To what extent should the vocational skill subjects be emphasized?

What are the standards of achievement that should be attained in the vocational skill subjects?

A Philosophy of Business Education

It is the function of business education to give an understanding of business and our economic system and the necessary or desired skills for every high school pupil to contribute to the welfare of himself, business enterprise, and social progress.

Subjects included in the business program should be selected in terms of clearly and definitely stated objectives.

Business subjects should be taught by teachers who are thoroughly qualified through special preparation.

Business education can make an important contribution to general education, and its principal emphasis should be placed upon general educational values.

Business education should not attempt to comprehend the entire field of consumer education.

The vocational objectives of business education should be secondary but not omitted.

Standards of achievement in the vocational skills should meet the average requirements of the local community but they need not be restricted thereby.

Business skills and practices and economic principles should be closely integrated.

The individual interests of the consumer should be a focal objective in business education.

The Objectives of Business Education

To give every high school student the necessary understanding of business methods and practices, including certain common skills, which will enable him to act wisely and judiciously when he behaves as a consumer.

To give every high school student a desire to raise the ethical standards of business practice and improve the operation of our economic system.

To give high school students an opportunity to acquire the most useful vocational business skills in terms of demand for services, promotional opportunities, and individual abilities and desires.

Program of Subjects

1. Consumer Economics:

One year.

Required of all students.

Twelfth grade.

Objectives:

Create awareness of consumer business and economic problems.

Study the economic system from consumer viewpoint.

Develop skills, abilities, and attitudes useful for the consumer.

Content:

Business agencies, methods, and practices.

Business skills used by the individual when he acts in the capacity of a consumer.

Elementary economic principles of consumption and production.

Fundamental skills:

Arithmetic.

English.

Handwriting.

2. Introduction to Business:

One year.

Open elective for all students.

Tenth grade.

Required of all majors in business.

Objectives:

Consumer business skills and information.

Exploratory.

Fundamental skills.

Guidance.

Personal-use typewriting.

Try-out.

Content:

Business agencies, customs, methods, and practices.

Fundamental skills.

Shorthand.

Typewriting.

3. General Bookkeeping:

One year.

Elective for all students.

Required of all business majors.

Eleventh grade.

Objectives:

Business agencies, customs, methods, and practices.

Exploratory.

Interpretation of financial records and reports.

Personal-use record keeping.

Try-out.

Content:

Business forms, records, and reports.

Business law.

Business organization.

Double-entry bookkeeping theory and practice.

Fundamental skills.

4. Retail Merchandising and Selling:

Cooperative method.

One year.

Elective vocational field.

Twelfth grade.

Objectives:

To prepare for beginning jobs in retail stores.

Content:

Advertising, delivery, and selling methods.

Arrangement and layout of store.

Buying, receiving, and storing methods.

Fundamental skills.

Personal relationships.

Records.

Routine duties and responsibilities.

Stock.

5. Stenography:

Two years.

Elective vocational field.

Eleventh and twelfth grades.

Objectives:

To prepare for beginning jobs as stenographers or typists in business offices.

Content:

Fundamental skills.

Office methods and practices.

Shorthand:

Eleventh grade.

One year.

Stenography practice:

One year.

Twelfth grade.

Content:

Shorthand.

Stenographic duties and traits.

Transcription.

Typewriting.

6. Vocational Bookkeeping:

Bookkeeping majors only.

Elective vocational field.

One year.

Twelfth grade.

► ***About Dr. Colvin:*** Professor of Business Education, Colorado State College of Education, Greeley. B.C.S., University of Denver; A.M., Colorado State College of Education; Ph.D., New York University. Author of many articles in various professional publications. Interested in curriculum revision with emphasis on consumer business education, higher standards of business ethics, and contribution to general education through the business curriculum. Busy as that keeps him, he enjoys golf, trout fishing, hunting, contract bridge, and painting.

Objectives:

To prepare for beginning jobs as clerical bookkeepers.

Content:

Advanced business forms, records, and reports.

Business law.

Double-entry bookkeeping theory and practice.

Guidance in relation to the field of accounting.

Advantages

1. Closely integrated program of content material.
2. Directing business education to the task of improving business ethics and contributing to the program of general education.
3. Elevating business education to a place in general education comparable to that of any other field.
4. Elimination of cluttered up program of short half-unit courses.
5. Placing definite emphasis on the problem of consumer business education.

6. Recognizing separate and distinctive objectives for the vocational business subjects.

7. Recognizing the need for a program of general business and economic education available for all high school students regardless of major interests.

EDITOR'S NOTE—Dr. Colvin will follow this outline with a series of six articles.

He has selected the following topics to discuss in the series:

1. A Philosophy of Business Education in the High School
 2. Consumer Economics
 3. Integration in the Course in Introduction to Business
 4. The Bookkeeping Course in High School
 5. Teaching Stenography in the High School
 6. Retail Merchandising Courses in the High School
-

A Term Project in Salesmanship

(Concluded)

ALFRED E. BRAY

THE work in this project, as stated last month, falls into four divisions: (1) assembling all the necessary data on the article chosen to be sold, (2) preparing the sales manual, (3) acting as a salesman, (4) acting as a prospect.

We have discussed the first two divisions and now turn to that part of the project in which the student plans his sales procedure—under the guidance of the teacher.

Preparing the Sales Talk

The following outline is suggested as a help in planning the sales talk. It should be covered in three separate assignments, and may be prepared in written form in a notebook. In this preliminary work, the student attempts to foresee what will happen during the selling process and arranges his selling arguments accordingly. These written assignments serve also as a review of the selling principles learned. The student is given the following assignments:

ASSIGNMENT 1.

A. Introduction to the Proposition. State the name of the article you have chosen, the name and address of the company producing it, and your connection with that company. Give a brief account of your company's policies.

B. Sample Survey. List about ten individuals who have a possible need for your product and who have purchased it. State the reasons why they purchased article. List selling points resulting from this survey.

C. Prospects to Be Interviewed. State which territory you will cover, the types of prospects you wish to interview, and the sources of these prospects. List names and addresses of ten good prospects.

ASSIGNMENT 2.

A. The Preapproach. Compile a short sketch of your prospects, including such information as the following for each one: his name, making sure it is spelled correctly; his personal characteristics; his hobbies and interests; his credit rating; etc.

B. Obtaining an Interview. State the method you will use and why.

C. Introduction to Prospect. Write the exact words you will use in the introduction, assuming that the interview has been granted. The purpose of this introduction is not to stress memorized or stilted phrases but to show the necessity of an original and intelligent approach.

D. Contents of Sales Manual. List in 1-2-3 order the sales points in your sales manual that you will cover.

ASSIGNMENT 3.

A. Demonstration. Demonstrate or describe fully the article.

B. Closing. Close the sale (assuming a sale has been made), and state the exact words you will use when taking leave of your prospect.

Giving the Sales Talk

On the day assigned for the sales talk, a fellow student is selected to act as the prospect. This procedure has worked more satisfactorily than selecting the prospect in advance. The selection of the prospect depends on the proposition and type of prospect desired. The one chosen acts in the situation that the salesman has chosen. The prospects are instructed, for obvious reasons, to buy a reasonable quantity or to arrange for a definite future appointment. The student salesman explains the selling situation to the class and then proceeds to persuade his prospect.

The teacher's desk serves as the office or home. Two chairs are used, the salesman using the one in front of the desk, so that he may use his sales manual.

The following points are included in the check list of the student's selling attempt. This check list may be explained to the students to show the basis for grading.

1. *Introduction.* Names; confidence; greeting; attitude.

2. *Contact.* Applies to business of prospect; opens the way.

3. *Well-Organized Demonstration.* Plan of demonstration; value of plan.

4. *Skill in Handling Article or Portfolio.* Use of the article or portfolio, or both; ability to use it and show others how to use it.

5. *Activity of Prospect.* Ability of salesman to arouse interest in his prospect.

6. *Give and Take Information.* "You" attitude; data; ability to listen; amount of talking; sales arguments; questions; "yes" frame of mind.

7. *Mannerisms.* Posture; appearance; nervous habits; poise.

8. *English Usage.* Grammar; enunciation; pronunciation; etc.

9. *Answers to Questions and Objections.* Truthful answers; overcome objections; self-conscious; knowledge of answers.

10. *Knowledge of Firm.* Knowledge of history, management, policies, business, etc.

11. *Knowledge of Goods.* Knowledge of history, manufacture, packing, transportation, style, uses, etc.

12. *Time Element of Entire Sales Talk.* Sufficient or insufficient time.

13. *Closing the Sale.* Method; proper time element.

14. *Signing Contract or Second Call.* Order blank; or definite future appointment.

15. *Farewell.* Length; sincerity; use of prospect's name.

It is almost impossible to have or to use a check list that will cover all phases of the sales talk. The items do not represent a perfect sales presentation, but at least they serve as a basis for checking the student's attempt.

Acting As a Prospect

Each student acts as a prospect for a student salesman.

The prospect must assume that he has a need or desire for the salesman's proposition. With sufficient persuasion, he must be willing to buy the proposition or arrange for a future appointment. Many sales are consummated only after several conferences. The prospect should be an intelligent buyer.

This activity provides an opportunity to practice consumer education, to become acquainted with new products, etc. Lack of knowledge is a reason for seeking further information on the proposition.

The following check list is used in determining the status of the student as a prospect:

1. *Introduction.* Greeting; attitude.

2. *Attitude.* Helpful; serious; business-minded.

3. *Participation.* Questions; interest in salesman's efforts; article or portfolio usage; objections.

4. *Conclusion.* Give an order, order checked and signed; or suggest a second visit; departure.

5. *Time Element.* Giving salesman sufficient or insufficient time.

The check lists will give the teacher a complete record of the student's success or failure in the project, and will be useful in explaining the student's weaknesses to him.

The author has found that this project adds special interest to the salesmanship course. The students enjoy collecting the material and demonstrating selling before the class. At the end of the term, each student feels that he has something concrete (the sales manual) to show for the effort expended and is proud of his work.

WHAT IS

The BEW Awards Service

EACH MONTH THE BEW is publishing a practical business project for students of junior business practice, bookkeeping, and business letter writing classes.

- Students may send, through their teachers, solutions to these projects to the BEW Awards Department for examination. A fee of 10 cents must accompany each paper submitted.

- Each student whose paper meets the standard set by the examining board will receive a Certificate of Achievement printed in two colors on vellum, with a gold seal affixed, testifying to the fact that the student has satisfactorily solved one of the monthly projects.

- For each succeeding project satisfactorily completed, the student will receive a gold seal, to be affixed to his Certificate of Achievement. Each additional seal makes the certificate more valuable to the student because it shows his increased proficiency in the subject.

MISS E. LEWIS, of Lodi (New Jersey) High School, dropped in a few days ago to organize her plans for teaching junior business practice to a large class of high school freshmen. Miss Lewis went away planning to use the junior business projects throughout the course and the business letter project at the beginning, because her course starts with letter writing.

One of the good points about the projects is their adaptability. The first junior business project, for instance, was simple enough for any youngster to work but hard enough to interest him. The business letter project for October required no preliminary class instruction and was a sound problem for any class in transcription, secretarial practice, or business English.

In other words, don't let the titles of courses scare your students away from projects that will help them. Miss Lewis isn't going to.

Neither is Mrs. Luana Sexton, of Morse College, Hartford, Connecticut. Mrs. Sexton's students placed high in the business letter contests last year. Now she is using the letter projects in her advanced shorthand classes. Mrs. Sexton writes:

- • Would you be interested in our method of tackling the different letter problems? Perhaps a brief outline of the way we handle the work would help other teachers.

As soon as the magazine is in, I take about 15 minutes from the morning dictation period each day to work on it. We offer the material only to the 100-class students. I dictate the letter to be answered and have it brought in, transcribed, the following day. That copy, when corrected by the students in class, is left with them to aid in answering accurately.

Following that, I dictate (and the students read back) the comments, several paragraphs at a time. I feel that this impresses the problem on the student's mind and helps him to answer more intelligently. When the material has been finished, there remains about a week or ten days in which to prepare the answer and submit the paper.

I offer no help on the letter itself but do give the student one credit toward graduation.

Under the circumstances, if we may continue as we have been doing, I think it unnecessary to order the separate projects. I feel the students profit greatly by the class dictation and discussion.

We find the director's comments on previous letters valuable! I have often had the student confess that the exact point considered was the one he fell down on! Do continue criticizing our efforts.

THIS ISN'T SCHOOL

WHY did thousands of students of bookkeeping and business letter writing send us their solutions to the monthly projects published in the BEW last year? Why did their teachers write us enthusiastic and appreciative letters?

Every thoughtful teacher knows the answer—the ever-present and generally unsatisfied hunger for real-life applications of the knowledge and skills that young people are acquiring in the classroom.

To obtain the solid foundation requisite for building a successful business career—and that means for most of us a successful life

The Business Certificate of Achievement

THIS certificate is in recognition of the application of the Junior Business Practice the solution of a series of problems presented in a project conducted

BUSINESS EDUCATION

Milton Briggs

DIRECTOR, DIVISION OF JUNIOR BUSINESS PRACTICE



INSIDE OF CERTIFICATE (ACTUAL SIZE ON VELLUM. NAME OF STUDENT APPEARS ON SEALS ARE AFFIXED)

SCHOOL - IT IS LIFE

career—our teaching program must include: (1) trained teachers; (2) adequate textbooks and equipment; and (3) projects embodying actual business experiences of young people.

Knowledge and skill, of course, are the foundation materials, but these materials must be cemented together before the student is sent out into the business world. The projects that the BEW is publishing each month cement these foundation materials firmly together and at the same time enable you to test in a most illuminating and conclusive manner the results of your teaching.

HOW TO USE

The BEW Awards Service

THE FIRST STEP in using the BEW awards service is to place the projects in the students' hands. The most convenient way to do this is to purchase reprints from the BEW at a nominal cost. (See page vii.)

- Students may send in solutions to this month's project without having solved the October problem. Each project is complete in itself.
- As the service is a class service rather than an individual service, solutions cannot be submitted directly to the BEW by students. They must be sent to us through the students' instructor.
- Address solutions and all correspondence relating to this service to the Department of Awards, The Business Education World, 270 Madison Avenue, New York, N. Y.
- Miss Dorothy Johnson, director of the business letter writing division, and Mr. Milton Briggs, director of the junior business training and bookkeeping divisions, both welcome correspondence with teachers and students on any matter relating to their projects.

If your schedule does not permit you to take the time for this dictation, or if your classes in business correspondence and English do not take dictation, the separate printed project pamphlets, at 2 cents each or 10 cents for the year, will enable you to place the material directly in the students' hands. (See p. vii.)

The printing of these separate projects is a service to teachers, and the editors are not going to ask you to order them if the conditions in your school do not require them.

There is this point, though: Comments on past problems will not be published in the BUSINESS EDUCATION WORLD, because of lack of space. The comments will appear only in the students' pamphlets. All teachers using the projects, whether they order the student pamphlets or not, will receive one pamphlet a month free of charge for their own use.

The editors would like to hear how other teachers use the bookkeeping, junior business practice, and business letter projects in their classes.

The first project certificates for the year went to Mrs. Sexton's students. Every student who entered qualified!

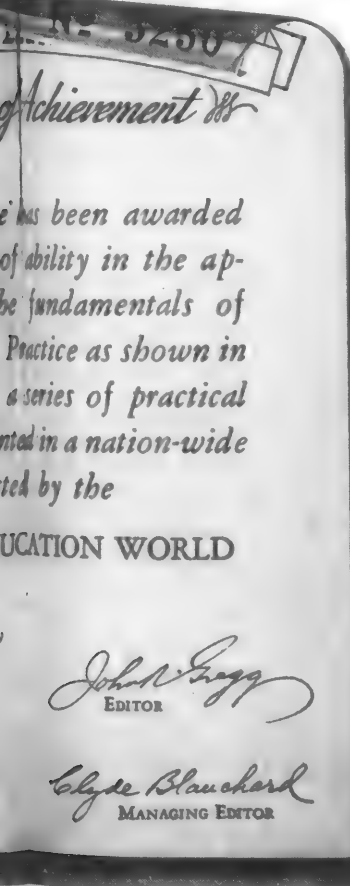
Carl Naether, of the University of Southern California, Los Angeles, writes:

• • Your business letter project for October should bring good response because it is well done. I enjoyed reading it through.

The project should arouse interest because a similar problem is likely to occur in anybody's experience. The write-up of the project is easy to read and to understand. In my opinion, you make it almost too easy for the reader to solve the problem. However, since I am not sure of the type of reader to whom you appeal, it may be that the help which you give your readers is necessary.

Thank you, Professor Naether, for the comments. The question you bring up is well founded. Most of the letter writers who tackled our problems last year and the year before were students of high school age. Now that the contest feature has been discontinued (except for that big contest coming up in March), we plan to choose problems that can be solved without too much difficulty, in order to encourage beginning letter writers to take part. More difficult problems will be given as we go on.

Do we hear voices in the audience asking for them now? Further comments will be appreciated.



(SIZE OPENED) PRINTED IN TWO COLORS ON
PEARL ON FACE OF CERTIFICATE AND GOLD
FIBER ON REVERSE SIDE.

“This Is Only the Beginning, Folks!”

OCTOBER 15—THREE THOUSAND STUDENTS of junior business practice, bookkeeping, and business letter writing have already ordered the BEW monthly projects in the convenient student-pamphlet form. Here is a partial list of the progressive teachers of these students, who are cementing their textbook instruction with real-life applications. **October 20**—Four Thousand!

- George Barber, Mt. Diablo Union High School, Concord, California.
 Sara Vaubel, High School, Torrance, California.
 Kenneth Simmons, Consolidated School, Wiley, Colorado.
 Sister Mary Jerome, St. Mary's Commercial School, Hartford, Connecticut.
 Sister St. Thomas of Cori, Catholic High School, Waterbury, Connecticut.
 Sister Zoe, Immaculate Conception Academy, Washington, D. C.
 Ora Sallee, College St. School, Hapeville, Georgia.
 Kenneth Carter, Township High School, Harrisburg, Illinois.
 Dorothy W. Johnson, High School, Pesotum, Illinois.
 Rachel I. Scott, High School, Rossville, Illinois.
 Lucile Sterling, Township High School, Savanna, Illinois.
 Beulah Husted, St. John Township High School, Dyer, Indiana.
 Helen Wright, Public School, Griffith, Indiana.
 Leslie Wilbern, Concord Township High School, St. Joe, Indiana.
 Hugh A. Derham, High School, Cedar Falls, Iowa.
 Bernice M. Akers, Senior High School, Chanute, Kansas.
 Helen Meyer, Rural High School, Onaga, Kansas.
 Esther Griswold, Rural High School, Oxford, Kansas.
 Carrie Bledsoe, Bledsoe School, Topeka, Kansas.
 Gertrude Belyea, High School, Agawam, Massachusetts.
 Sister Mary Alexina, St. Margaret's High School, Dorchester, Massachusetts.
 Erol Beach, Junior-Senior High School, Marblehead, Massachusetts.
 Sister M. Edmond, Notre Dame School, North Adams, Massachusetts.
 Iva M. Davidson, High School, Holland, Michigan.
 Mary Johnson, High School, Painesdale, Michigan.
 Sister M. Jane, College of St. Benedict, St. Joseph, Minnesota.
 Virginia Wright, High School, Cainsville, Missouri.
 Mary Ferguson, Normandy High School, St. Louis, Missouri.
 Elsa Marquardt, Sweet Grass County High School, Big Timber, Montana.
 Rosalind Chansky, Nashua Business College, Nashua, New Hampshire.
 Richard M. Nash, Roosevelt High School, Rahway, New Jersey.
 Ruth Hudelson, Senior High School, Roswell, New Mexico.
 Jean Summers, North Park Business School, Buffalo, New York.
 Dortha M. Quackenbush, High School, Delevan, New York.
 Ruby Cone, State Normal and Industrial School, Ellendale, North Dakota.
 Sister St. Luke, Notre Dame Academy, Willow City, North Dakota.
 Fern Jones, Consolidated School, Orwell, Ohio.
 Sister Helen Paul, Holy Angels School, Sidney, Ohio.
 Ada K. Wernett, Cedar Crest College, Allentown, Pennsylvania.
 Iva G. Batrus, Senior High School, Altoona, Pennsylvania.
 Esther Carlin, Villa Maria College, Erie, Pennsylvania.
 Sister Clare Vincent, St. Anne's Commercial School, Philadelphia.
 Howard O. Waite, High School, Quakertown, Pennsylvania.
 K. V. Tomb, Kerr Jr. High School, Sharpsburg, Pennsylvania.
 John T. DeBerti, Phineas Davis Jr. High School, York, Pennsylvania.
 Elizabeth FitzGerald, Burrillville High School, Harrisville, Rhode Island.
 Sister Alice Marie, St. John's Academy, Pawtucket, Rhode Island.
 Sister M. Fidelis, St. Patrick's High School, Providence, Rhode Island.
 Vivian J. Brunell, High School, Springfield, Vermont.
 Mildred L. Kingsbury, Hartford High School, White River, Junction, Vermont.
 Hilda Mesick, High School, Coulee City, Washington.
 Helen Lawton, High School, Grandview, Washington.
 Gladys Parker, Lincoln High School, Tacoma, Washington.
 E. H. Joyce, Vancouver Business College, Vancouver, Washington.
 Sister M. Justa, Cathedral High School, Superior, Wisconsin.
 Sister Mary Paul, St. Mary's Academy, Milwaukee, Wisconsin.
 Kate Bartley, Bartley Business School, Superior, Wisconsin.
 O. C. Kerney, Superintendent of Schools, Newcastle, Wyoming.
 Sister St. Mary of Sion, Notre Dame Secretarial School, Montreal, Canada.
 Sister Agnes-du-Sauvenur, Assumption Academy, Nicolet, Canada.
 Sister St. Christopher, Cathedral Commercial School, Hamilton, Canada.
 Helen Shaw, High School, Richmond Hill, Canada.
 Margaret Kerfoot, Technical Commercial High School, Sault Ste. Marie.
 Ana Laugier de Figueroa, Baldorioty School, San Juan, Porto Rico.
 Sister Mary Agnes, St. Catherine's Academy, Belize, British Honduras.
 Hazel Z. Keith, The School of Business Efficiency, Riverside, California.
 Rosetta L. Foster, Analy Union High School, Sebastopol, California.
 Catherine C. Ford, Pratt High School, Essex, Connecticut.
 Edril Lott, High School, Cairo, Georgia.
 Everett L. Haag, Commercial High School, Altamont, Illinois.
 Earl S. Dickerson, Teachers College High School, Charleston, Illinois.
 Helen J. Adams, Pullman Free School of Manual Training, Chicago.
 Sister Mary Anton, Immaculata High School, Chicago.
 Ruth Bryan, Community High School, Cornell, Illinois.
 Ruth Thomas, Township High School, Lovington, Illinois.
 Edythe F. Grady, Springfield, Illinois.
 Sister M. Johanna, St. Paul's High School, Marion, Indiana.



BEW BUSINESS LETTER PROJECT

For November, 1937

Prepared by Dorothy M. Johnson

WE said, in the October project, that you can do anything with letters except stave off death and taxes, and that maybe you could even work on the tax collector. Just about a week after the project was published, the daily papers published a news item from Spain that showed that letters can stave off even the Grim Reaper.

Mrs. Harold Dahl wrote to Generalissimo Francisco Franco in Spain, asking him to spare her flyer-husband, who was his prisoner. And the General agreed to release him, according to the latest newspaper reports as this material is being sent to the printers.

Mrs. Dahl told the General, "I know you are an intelligent man with a great heart and much courage," and prophesied that he would win the war. We do not recommend that you use such obvious flattery as that, but it is still true that honey attracts more flies than vinegar.

I must admit that Mrs. Dahl did not depend entirely on her letter—she sent her photograph, too. That was good "salesmanship," because it was an attractive picture. But those of us who do not have the kind of face that would stop a firing squad will just have to go on writing better and better letters.

Now, stimulated by that true story of the power of letters, let's get right into the November letter project. You are to "sell" an idea, in this month's problem.

For this problem, you need an older brother who has just graduated from college. If you haven't a brother, this is your chance to create an imaginary one who will suit you completely. You can name him whatever you wish—Skeets is the nickname I have chosen for him.

On the Trail of a Racket

Skeets graduated from college last spring (choose any college or university not in the city where your school is) and came home without his tennis racket. It was forgotten in the excitement of commencement. You attended the commencement exercises, with the other members of your family. As soon as Skeets reached home, he wrote the following letter to William Harvey, a fraternity brother, who lives in the college town.

June 17, 1937

Dear Bill:

The minute we all got on the train after the fond farewells at the station yesterday, I knew something was wrong—I didn't have enough baggage. What was missing was my other tennis racket. It is in a press, with a rubber cover. It ought to be in the back of my clothes closet. Could you pick it up for me, the next time you are at the House, and send it to me before it becomes community property? I don't think it will need wrapping; just attach a tag with my address, and I'll settle with you for the postage later.

I'm on the track of a job right now (sounds like just what I'd like, too), and will write again later. Let me hear from you soon. And best wishes to you, old man.

Skeets

NOTE: Did you wonder why *House* was capitalized in Skeets's letter? It has the value of a proper name, because it means Kappa Sigma House and no other.

The rest of the story is that your brother got the job and that he forgot about the tennis racket. Here it is time for school to start (or we'll say it is), and if that racket isn't removed from its hiding place in the clothes closet at the Kappa Sigma House before the fraternity rushing season begins, someone will find it and it will become the property of any brother who wants to use it. Skeets has been too busy on his new job to write for the racket, and he has just announced that you can have it if you can get it. An \$18 racket is not to be scorned! You can use it, even during the winter, on an indoor tennis court.

This problem is not so far outside the realms of business as you might think at first glance. We often transact business with friends. Dealing with individuals often requires more skill than dealing with business houses, because the responsibility of representing a company usually makes people do things more promptly than for themselves. Frankly, we chose this problem because it gives you something harder to work on than an ordinary routine follow-up problem in an office. Here is something you can "get your teeth into."

The task of reminding William Harvey about the tennis racket is really a business matter when it comes to you. He is Skeets's¹ fraternity brother, but you don't know him, and he is under no obligation to you.

You might send postage money (and a little more) with your request. To know

¹"Form the possessive of a one-syllable proper name ending in *s* by adding an apostrophe and *s*. If it is of more than one syllable, form the possessive by adding an apostrophe only. Examples: Burns's poems; Demosthenes' orations."—*Manual of Style*, University of Chicago Press.



about how much to send, you need to find out the approximate weight of a tennis racket complete with press. You can estimate it by examining a catalogue of sports equipment.² You need to know, also, in what postal zone the town is from which Mr. Harvey will send the racket.

If you hesitate to ask Mr. Harvey to do a personal errand for you, you might suggest that he delegate someone else to do it and pay that person whatever remains from the sum you are enclosing, after the postage is paid.

After you have written many letters, you will automatically check over the points to be covered, but this time we'll suggest them for your letter.

1. Find out the approximate amount of postage necessary and decide how much more to send for the errand.
2. Decide how you will send the money.
3. Give all the information to Mr. Harvey.
4. Remind him gently that your brother wrote about the matter before.
5. Explain the disposition he may make of the money you are sending.

And why not tell him how Skeets is getting along in his new job?

This letter will give you practice in doing some things that you will have to do many, many times in business. You will (1) give detailed information, (2) remind someone of a thing undone, and (3) "sell" an idea convincingly and pleasantly.

One of your important selling points is that the racket is to be yours. That will interest Mr. Harvey (although he has not met you), because he is a good friend of your brother's.

Watch These Points!

These are the points on which your letter will be judged:

Thought. A satisfactory solution to the project, courteously expressed.

Vocabulary. The right word in the right place.

Punctuation. You cannot know too much about punctuation.

Spelling. Your dictionary is always right.

Grammar. Make friends with the rules in your English textbook.

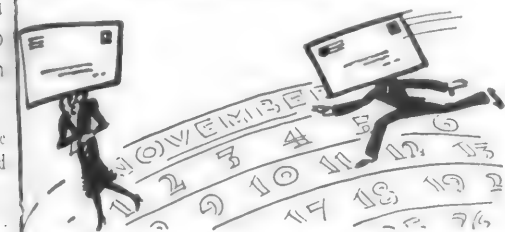
²NOTE TO TEACHERS: If such a catalogue is not at hand, use 3½ pounds as the approximate shipping weight.

Neatness. Typewrite if possible. It is good practice. Hand-written letters will not be disqualified, however.

For a further explanation of these points, read again the October, 1937, letter project pamphlet.

The Routine Follow-up

YOUR study of the tennis-racket problem and the thoughtful preparation of your follow-up letter will help you learn to write a kind of letter that often occurs in business—the routine follow-up or reminder.



Routine follow-up letters are often written by stenographers, not because such letters are particularly easy to write, but because the employer often feels that, having stated his case once, he should not have to devote any more time to it.

In many cases, the stenographer is not permitted to sign her own name. She must assume her chief's point of view and produce a letter that can be signed with his name.

In order to write acceptable letters, you must understand how people's minds work. A good knowledge of the reasons why people act as they do will help you in all your dealings with others, whether you are getting or holding a job, making new friends, or transacting business with the corner grocer. In every case, you must put yourself in the other person's place and see matters from his point of view.

In writing a follow-up that is to be signed by your chief, you first put yourself in the place of the recipient in planning your arguments, and then put yourself into your superior's shoes while stating them. That sounds like a big order, but "forewarned is forearmed." Through your teacher's instructions, your class discussion, and participation in these projects, you can learn what your "arms" are and how best to use them.

Let us consider this letter, written ten days ago by your chief. It comes from the follow-up file for attention today.

October 27, 1937

Sales Department
Acme Electrical Equipment Company
1492 State Street
Chicago, Illinois

Gentlemen:

We have a 2-HP Acme motor^{*} that has been in use for several years in our repair shop. We are replacing it with other equipment and would like to sell it to some local concern.

Our purchase records do not show the date on which this motor was purchased from you. Since we cannot very well set a fair price on it without this information, will you please inform us when it was bought and the year of manufacture. The serial number of the motor is RLS 1902664.

Yours very truly,

Raymond P. Lemwell

Purchasing Agent

I think Mr. Lemwell wrote that letter in a hurry. He has left a definite handicap for you to overcome. He has implied to the Acme people that equipment made by one of their competitors has been installed in your plant. That happens every day in business, but the news won't make the Acme Company feel particularly disposed to do him a favor in a hurry. Furthermore, he is selling the old motor to someone who might have bought a new one if Acme's salesman had got there first.

Still, his request is a perfectly legitimate one; there is no reason why Acme shouldn't tell him in what year Motor No. RLS 1902664 was manufactured.

Ten days pass and no answer is received from them. The carbon copy comes to your desk from the follow-up file. Suppose we write the follow-up this way:

Gentlemen:

In Mr. Lemwell's absence, a prospective purchaser of the small motor to which his letter of October 27 referred (carbon copy is enclosed) has just asked again for a definite price. I should like to be able to give Mr. Lemwell the date on which the motor was manufactured, also the date of purchase, so that he can settle this little matter as soon as he comes back.

Perhaps you will be kind enough to jot down the

^{*}"HP" is an abbreviation for "horse power."

dates in the margin of this letter, and return the letter to us in the enclosed stamped envelope. Thank you.

Yours very truly,
(Your own name)
Secretary to Mr. Lemwell

Enc. cc

It is always easier to write a follow-up letter if some current happening makes the letter particularly timely. The prospective purchaser's inquiry gave you something to "hang" the foregoing letter on. If that inquiry had not come, you might have said instead, "Just before Mr. Lemwell left for Detroit yesterday, he asked if the information about the small motor had been received."

Another good way to begin a follow-up letter is with a question. Illustrations:

Have you had an opportunity to obtain the information requested in our letter of October 15?

Have you had an opportunity to ask Mr. Smith for a decision in the Wilkins matter, about which we inquired by telephone last week?

Do you wish us to hold open the file on the Street account, about which we wrote you last on October 15?

There is something about a question mark that wakes people up and makes them pay attention.

Now, supposing the letter must be signed with Mr. Lemwell's name, you might write the first paragraph this way, keeping the second as in the preceding example:

Have you been able to find out for us the year of manufacture and the date of purchase on the 2-HP Acme motor about which we wrote on October 27? Our prospective purchaser has just asked again for a price, and we should like to settle this small transaction.

CERTIFICATION RULES

1. All students enrolled in junior business practice, bookkeeping, or business letter writing classes in private or public, day or evening, schools may submit for certification solutions to the BEW monthly business projects in these three subjects.

2. Student solutions must be submitted in class groups by the students' instructor.

3. An examination fee of 10 cents must accompany each paper submitted for certification.

4. Each student who submits with the examination fee of 10 cents a paper that meets the requirements of the Board of Examiners will be awarded a Certificate of Achievement bearing a gold seal.

5. Each student who has been awarded this Certificate of Achievement will be awarded an additional gold seal to be affixed to the certificate for each additional project that he solves satisfactorily.

6. Students may begin with the current month's project.

7. Solutions may be typewritten or handwritten in ink on white paper 8½ by 11 inches in size. Write on one side of the paper only.

8. Unless otherwise instructed, the upper right-hand corner of the first page of the solution must bear the following information printed or typed:

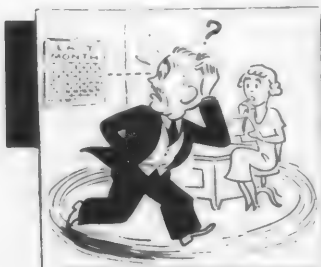
Name of project	Name of school
Date submitted	Address of school
Student's name	Teacher's name in full

9. Instructors are requested to mail all students' solutions in one package by first-class mail.

10. Remittance in full should accompany each package of papers, and should be made by check or post office money order. Make checks payable to the BUSINESS EDUCATION WORLD. Stamps or cash will be accepted, but we cannot be responsible for loss if these two forms of remittance are used.

11. All solutions of the projects must reach the BUSINESS EDUCATION WORLD on or before the 22d of the month specified in the project.

12. Address all solutions and all correspondence regarding certification to: Department of Awards, The Business Education World, 270 Madison Avenue, New York, N. Y.



WE'RE WAITING

for your answer to the
original of the letter below

A HUMOROUS REMINDER LETTERHEAD CREATED BY THE DARTNELL CORPORATION, CHICAGO. A COPY OF THE ORIGINAL LETTER IS TYPED ON THE SHEET BELOW THE DESIGN.



BEW BOOKKEEPING PROJECT

For November, 1937

Prepared by Milton Briggs

ASSUME that the principal of your school appoints you treasurer of the Student Welfare Fund. This fund receives money from various sources, including school organizations, and contributes toward the welfare of needy students and their families.

Your duties will be to keep a record of receipts and payments in a cash book and, at the end of each month, prepare for your principal a summary statement of income and expenditures of the fund.

Use plain white composition or journal paper and prepare a double-page cash book similar to the illustration at the bottom of this page.

Headings for the columns in your cash book may be printed in longhand or type-written, but all your entries are to be hand written with ink. Only your best penmanship is acceptable to the judges.

Now make entries, with complete explanations, for the following transactions during the month of October:

Transactions

1. Balance turned over by former treasurer, \$317.86.

Donations from three teachers totaled \$4.50.

Paid Dr. Ralph Potter \$1.50 for filling tooth of Mary Rapollis.

Paid bill of Wood's Dairy, 27 quarts of milk at 16 cents a quart.

4. The Dramatic Club contributed 10% of the

net profit from its semiannual social and dance held last Friday night. The net profit was \$57.15.

5. Bought groceries at the Harwood Market to be delivered to families of needy pupils, \$17.43.

6. Gave Dr. T. P. Lane \$7.50 to cover the cost of glasses for Emilia Modesto. (This amount is considered a loan.)

Paid Mrs. Renaud, the manager of the school cafeteria, \$11.25 for lunches for needy pupils during the past week.

8. Received a check from the High School Alumni Association as a contribution to the Student Welfare Fund, \$25.

Paid hospital bill for Roland Jessup, who was injured last week in the gymnasium, \$72.

Bought three pairs of shoes from the Self Service Footwear Shop. The shoes cost \$3.75 a pair.

11. Emilia Modesto paid back \$3 toward the cost of her glasses purchased October 6. Her parents were able to contribute this amount.

Bought flowers from Murray's to be sent to Mary Francis and Herbert Mason, who are ill. The bouquets cost \$1.25 each.

12. Lent William Simmers \$5 toward the cost of new glasses.

13. Bought groceries at the Public Market to be delivered to families of needy pupils, \$17.87.

Paid the Main Street Transportation Company \$1.25 for bus tickets.

15. Paid the manager of the school cafeteria \$9.60 for lunches for 17 pupils.

William Simmers repaid half the loan made to him on October 12.

18. Three teachers donated \$1.50 each.

Interest on deposit in the Five-Cent Savings Bank amounted to \$4.37.

19. Proceeds from the first football game of the

CASH RECEIPTS

Date	Received From	Explanation	Amt.	Total

CASH PAYMENTS

Date	Paid To	Explanation	Amt.	Total



season, held last Saturday, totaled \$135.50. The Athletic Association donated 5% of this amount to the Student Welfare Fund.

Bought 5 pairs shoes, \$3.25 each, from the Nichols Shoe Company.

Paid \$1.25 each for two baskets of fruit purchased at Lummings Grocery to be sent pupils who are ill.

20. William Simmers paid back the rest of the loan made to him for glasses on October 12.

21. Received a check for \$10 as a donation to the fund from the Rowanis Club.

Paid the *Evening Times* \$5 for advertising a play to be presented by members of the Girls' League tomorrow night. The proceeds of this entertainment will be donated to the Student Welfare Fund.

Paid the Greystone Book Store \$11.50 for items needed in production of the play tomorrow night.

22. Proceeds from the play presented by the Girls' League:

317 reserved tickets at 35 cents each

422 general admission tickets at 25 cents each

25. Paid the *Darwin Press* \$7 for printing tickets for the Girls' League play.

Gave Harvey Olsen, school janitor, \$4 for extra services in production of the play.

26. Paid the manager of the school cafeteria \$12.77 to cover the cost of lunches for 22 pupils during the past few days.

27. Sent the Cherry Theatrical Supply Company a check for \$73.75 covering the cost of scenery and costumes for the Girls' League play.

Paid Dr. Charles Hanley \$17 for medical services to needy pupils.

28. Bought groceries at the Public Market, \$23.94.

Paid bill of Wood's Dairy, 29 quarts of milk at 16 cents a quart.

Lent George Cartwright \$7 for glasses.

Paid the Main Street Transportation Company \$1.25 for bus tickets.

29. Two teachers donated \$2 each.

Paid bill of the General Dry Goods Corporation:

2 young men's suits, \$15.75 each

7 young women's dresses, \$4.98 each

Paid bill of the Ricker Drug Company for restocking the school medicine chest, \$5.60.

Instructions

1. Balance and rule your cash book.

2. Prepare a summary statement of income and expenditures of the Student Welfare Fund for October. Use the form below.

This statement may be typewritten or hand written on plain white composition or journal paper. To find the net proceeds of the Girls' League play, subtract the total of all expenses connected with the production from the total receipts from the sale of tickets on October 22.

NAME OF YOUR SCHOOL STUDENT WELFARE FUND

STATEMENT OF INCOME AND EXPENDITURES

For the month of October, 1937

Balance, October 1	xxx xx
<i>Income</i>	
Donations and contributions	
Net proceeds of Girls' League play	
Repayment of loans	
Interest on bank deposit	
Total Income (including October 1 balance)	xxx xx
<i>Expenditures</i>	
Loans	xxx xx
Milk and groceries	
School lunches	
Dental treatment	
Medical service and supplies	
Shoes and clothing	
Fruit and flowers	
Bus tickets	
Total Expenditures	xxx xx
Balance, November 1	xxx xx

3. In one paragraph (not more than 100 words) answer this related-thought question: What benefit can you derive from your duties as treasurer of any school or outside organization?

BEW JUNIOR BUSINESS PRACTICE PROJECT

For November, 1937
Prepared by Milton Briggs

LAST summer Edith White, a junior at Central High School, worked in the office of the Happy Home Furniture Store, substituting for clerks on vacation.



During the first week, Edith was the pay-roll clerk. She had to keep a record of the

sales on the form shown below, and from that she prepared the pay roll.

Part A

Copy and complete the following sales record. You may print or type the headings, but use pen and ink for names and figures. Use plain white or composition paper 8½ by 11 inches.

Part B

Prepare a form like that on the next page. Use plain white or composition paper 8½ by 11 inches. List names of salesmen as shown in Part A. Fill in all figures called

HAPPY HOME FURNITURE COMPANY
WEEKLY SALES RECORD
For the week ending July 3, 1937

Salesman	Cash Sales		Charge Sales		Total Sales	Returns and Allowances		Net Sales
Alpert, Harry	53	50	328	77		27	00	
Carlson, Roy	76	89	496	98		78	00	
Donahue, Michael	348	00	301	01		24	95	
Johnson, Gustav	58	90	677	87				
Miesner, Leonard	33	60	460	90		10	50	
Paradis, Roland	27	85	256	78				
Samuels, Joseph	10	50	504	29		78	54	
Trowbridge, John	94	50	309	67		32	05	
Wholley, James	30	80	275	00		14	60	
Wilmer, Elias	9	98	356	66				
Wollison, Abraham	52	25	201	99		55	00	
Wright, Elmer	53	48	468	09		72	00	
Totals								

HAPPY HOME FURNITURE COMPANY

WEEKLY PAY-ROLL SHEET

For the week ending July 3, 1937

Salesman	Salary	Commission (3½% of Net Sales)	Total Salary and Commission	Deductions (1% Federal Old-Age Assistance Tax and 1% State Unem- ployment Tax)	Amount of Pay Check

for by columnar headings and show totals. Use pen and ink for all figures; make them clear and uniform in size.

All salesmen are paid a salary of \$20 a week except Mr. Alpert, the head sales manager, who is paid \$35, and Michael Donahue, assistant sales manager, who is paid \$30.

Part C

Draw the pay checks given Harry Alpert and Michael Donahue. Use plain paper and rule your own forms, or obtain two blank

checks from a local bank and fill them in.

Part D

In one paragraph of not more than 100 words write your answer to this question: If you were employed as a general office clerk, what are some of the things you would do to convince the proprietor or office manager that you were an asset to the firm?

Only your best penmanship is acceptable in your answer to Part D.

FIVE DOLLARS FOR AN ORIGINAL PROJECT

DO you think you can write for us an original project based on any business of your own, or one with which you have been connected? If it is something we can publish in the BEW, you will receive a check for \$5.

There is no closing date for your original project entries. The only stipulation is that the project be based on your *actual business experience*. If accepted, the project will become the property of the BEW.

Each project submitted must contain the following information on the title page:

1. An appropriate title for the project.
2. The following statement: This is an original project based on my own actual business experience and it has never been published in any other magazine or book.
3. Full name and home address of the student.

4. Full name and address of the school.
5. Year in school.
6. Full name of teacher sponsor.

The project should be typed on 8½- by 11-inch paper, *double spaced*, on one side of the paper. The solution should be submitted on a separate sheet, arranged exactly as would be required of participants. Mail flat to B.E.W. Awards Division, The Business Education World, 270 Madison Avenue, New York, New York.

Include with your project a thumbnail autobiography of yourself. State facts about your education and your plans for the future—anything that you think may be of interest to your fellow students. If your project is published, I'll want to tell them something about you.



To Affiliate or Not to Affiliate

ROBERT H. SCOTT

SCHOOL instructors are often drafted to sponsor clubs outside their own immediate sphere of interest and training. In fact, administrators have found it is perhaps best for groups to choose their sponsor rather than to have one assigned to them. This means the teacher must be able to "double in brass." The successful high school instructor learned long ago that formal classroom procedure is but a small part of education, anyway.

Various writers have made the recommendation that teachers organize clubs, for extra-curricular duties, outside their teaching field. The contention is that a mathematics teacher, for instance, does not need a math club because practically everything of interest to such an organization can be accomplished in the mathematics class itself.

Of course, there are exceptions: commercial clubs, nature-study clubs, foreign-language clubs, chemistry clubs, and others often arrange a social program or engage in many excursions and activities outside school hours. In this case, interpretation by an expert might be essential. There is no reason for encouraging sponsors in these fields to step out in favor of someone else.

Suppose a club is dropped in one's lap or one attempts to pioneer in an unexplored field, organizing a club of a certain kind for the first time. Affiliation with a national organization will do much to put the club on a sound basis. These parent societies do have ideas, formulas, plans, exhibits, and suggestions. There is no reason why school sponsors and club officers cannot use this material.

Complementary organizations of national scope may also be utilized in the school to bring additional contacts and emphasis of value to the student, the school, and the community. The schools are recognizing these organizations more and more and making increased provision for them.

Many schoolmen still discourage outside interference, as they call it, with the public schools. Some are antagonistic, and a few writers absolutely recommend that all outside sponsored organizations be refused. Such an intolerant policy is not justified, for it has been demonstrated that Boy Scouts, musical organizations (especially school bands), Hi-Y clubs, Girl Reserves, and 4-H Clubs can be adapted to local school routine. There is some danger that this recognition will result in a formalization that will kill the interest of the student, but no organization, I am sure, expects to hand a cut-and-dried program to the local club. Clever adaption will always satisfy the sponsoring organization, accomplish immediate objectives, and further local aims.

It is true that most national organizations are commercial. Many are sponsored by adult clubs as feeders for their organizations. Some are for advertisement and propaganda, pure and simple, but many others, endowed or subsidized by various funds, are altruistic, and their purpose is above reproach.

Outside Interference

As to outside interference, it must be remembered that the final authority and responsibility for the student groups of these organizations must rest with the school authorities. It is best that the authorities have control over all school organizations, not only those that are affiliates of national clubs.

A few possible dangers of these organizations should be pointed out. In the first place, there is danger that an organization may develop into a secret order or fraternity. This is especially true if its members are elected to membership, if meetings are held at night, if meetings are held in buildings other than the school, and if an elaborate ritual is used.

Secret, fraternal, or sectional groups should be refused admittance to the public schools. The forming of cliques should be discouraged. A method of selection or a set of

standards may help a club in choosing or qualifying new members, but clubs must be democratic in membership requirements and open in their practices and programs. Dues should not be exorbitant nor serve as an elimination device.

Another danger comes from a too narrow interpretation of the club name, especially if its aims are suggestive of religious or denominational interpretation. There has been some trouble of this kind in schools. There need not be. If the purpose and general organization of the club are sound, its activities must be developed, slowly, by individuals capable of seeing the school program of activities in proper relationship and perspective.

Then, too, friction may develop between the school and the association authorities with whom the school club affiliates. The school administrator is responsible for everything that goes on in or about the school and naturally hesitates to divide responsibility. The association must clearly recognize this responsibility.

Some schools have an outsider or professional organizer to handle clubs. I believe that such a procedure is wrong. Often this outsider does not have the interest of the student or school at heart. He is employed to sponsor and is more interested in turning out a perfect club or a perfect product than something that is really educative to many student participants.

The excellence and success of the club, as a club, are to some extent necessary for any organization, but overemphasizing the project for the parents or patrons usually means underemphasizing it for the participants. The use of a regular member of the staff is preferable to employing an outsider for club sponsorship. Better still is the arrangement whereby a teacher cooperates with a member of an outside organization. Local service clubs are especially helpful in working with a school club sponsor.

EDITOR'S NOTE—Next month, we shall give you a list of national student clubs that have parent or sponsoring organizations.

Charles Apel Honored

THE University of North Dakota recently selected, from 5,008 students graduated since the founding of the college in 1889, the 126 most successful after graduation.

Mr. Charles Apel, head of the commercial department, Nebraska State Teachers College, Kearney, was one of those thus honored. We congratulate Mr. Apel on this recognition of his achievement.

The illustrious group includes such personages as Maxwell Anderson, 1933 Pulitzer Prize Winner; John Lee Coulter, member of the United States Tariff Commission; Vilhjalmur Stefanson, arctic explorer; William Lemke, presidential candidate in 1936; and Lynn Frazier, United States Senator from North Dakota.

Congratulations, Mr. Apel. We are deeply appreciative of the honor you have brought to our profession.

Commercial Education Association to Meet

THE autumn convention of the Commercial Education Association of New York and Vicinity will be held at the Hotel Pennsylvania, New York, Saturday, November 13.

"Problems of Individual Differences in Commercial Education" is the theme for this year's discussions. The subject will be inaugurated at the fall convention and continued at the spring meeting, which is to be held April 30 at the Hotel Pennsylvania.

The 1937-1938 Yearbook of the Commercial Education Association, the topic for which is "Research in Commercial Education," will contain a bibliography of business education. Studies of special interest to classroom teachers will be abstracted, and a special committee composed of classroom teachers will interpret the value of the research conclusions for classroom purposes.

Dr. Herbert A. Tonne, of New York University, president of the Association, has announced the formulation of a three-year program for the Association Yearbook. Topics will be chosen at least three years ahead so that each topic may be studied adequately.



LOUIS A. LESLIE

Brass Tacks

FOR the first few installments of these discussions of transcription I have been laying the foundation. The time has come now to talk about the "brass tacks" of transcription. Enough of the general principles of transcription have been discussed to provide a background for the less important but more urgent details of the classroom teaching of transcription.

A great many excellent letters have come to me from teachers who are doing a good job of teaching transcription. This month I am going to quote from two of those letters, both of which, quite by coincidence so far as I know, come from Tulsa, Oklahoma. The first comes from Miss Martha Grant, of the High School. Miss Grant's letter is very interesting, and as long as it is interesting, so I shall have to quote simply extracts. She begins by saying:

The main thing is, don't start your transcription too soon. When the students can handle the typewriter without fear or nervousness, when they can read their shorthand readily—then it will not be difficult for them to combine the two in the act of transcription.

Don't give them anything to transcribe in the beginning unless you know they know it and can read it easily. Get a spirit of self-confidence established before you spring anything very difficult on them. Remember always that they are students in school and that you are teaching them how to do the job.

I can't resist interrupting Miss Grant's letter long enough to reinforce that last statement. Teachers are sometimes amazed at my recommendations for guiding the straying feet of the shorthand pupil. If they didn't need guidance they wouldn't be in school. As soon as they don't need guidance (and sometimes, unfortunately, sooner), we turn them loose to fight their own battles in business. Miss Grant continues:

Here is what I do: When the students start the third semester of shorthand, each shorthand class is followed by a typing class in which the same students are enrolled—and there I have them! . . . Every fourth day is used for shorthand transcription. We begin with the very simple lessons in Speed Studies. We read aloud and discuss the spelling, punctuation, arrangement, etc. . . . Every effort is made to have the students really writing smoothly from the shorthand even though at the beginning it is rather slow.

Pay more attention to the technique than to the speed at first. By the end of the semester most of the students can write about as fast from the familiar shorthand plates as they do from print. . . . In the fourth semester usually, but not always, the students are timed on the transcription. We try for a mailable letter each time on the first copy. (High ideals don't hurt anybody, you know.)

During the last weeks of the semester we do our transcription with carbons and address envelopes of various sizes.

In commenting on the speed of transcription that is required, Miss Grant proposes a very practical standard of speed when she says "fast enough, at least, so that an employer won't lose his mind while waiting for his morning's mail."

Miss Grant's comment on the improvement of transcription speed tears away the old veil of mystery that many have tried to wrap around the subject of transcription. She says, "What do I do to improve transcription speed? I try to improve shorthand penmanship and the reading rate, develop vocabulary, and increase the typing rate."

It has always seemed obvious to me that this is the whole secret of the teaching of transcription, if you can call this a secret. Without improving the separate skills, how can we hope to improve the final product?

Clearly, the most rapid and economical way to improve any one of the faulty skills is to work on the one skill needing improvement. If the pupil's typing rate is weak, improve the typing rate under conditions that permit the pupil to concentrate on the improvement of typing skill without the

distractions necessarily inherent in the transcribing situation—the distractions caused by the necessity for reading the shorthand and deciding matters of spelling and punctuation.

If, on the contrary, the faulty skill is shorthand reading, give the pupil an opportunity to improve the shorthand reading speed without the distractions caused by the operation of the typewriter and the problems incident to letter set-up.

Dr. Gregg tells a story that illustrates perfectly the fundamental psychological principle that skills are best improved under conditions that encourage concentration rather than diffusion of attention. He tells about the young typist he saw practicing the operation of inserting and removing the paper. Inquiry brought the reply that the young typist had not yet attained satisfactory proficiency in the art of inserting and removing paper; he felt he could still gain a second on the operation by concentrated practice.

That young man subsequently became the world's champion typist, not because he could insert and remove paper faster than any other typist, but because he had isolated and conquered each of his typing problems in the same way.

The only caution here is that we must use judgment in our isolation of the problem. We must always isolate an entire problem. It is futile, for example, to practice depressing the shift key, because that is not our problem; our problem consists of timing the depression of the shift key and the depression of the type key to give a printed character in perfect alignment.

Therefore, if we have trouble with rapid shifting, we may isolate the problem by practicing material with a great many capital letters. But overisolation, such as simply practicing on the shift key without simultaneously depressing the type key, is a waste of time or worse.

All of which brings me back to Miss Grant's analysis of our transcription problem. To my mind she has isolated the proper units for special practice, and I can think of only one addition. I should add shorthand speed, because the more rapidly the writer can write well, the more rapidly he will be able to transcribe the notes of any given dic-

tation. Why? Because if you write 120 words a minute, and I write only 100 words a minute, you will be able to make much better notes than I can make of a 100 words-a-minute dictation and, therefore, you can read them more rapidly and transcribe them more rapidly. In parts of her letter that I did not have space to quote, Miss Grant brings out the same point.

The other letter from Tulsa came from Miss Helen McCormick, of the University of Tulsa. Miss McCormick says:

Our students seem to be ready for transcription during the second semester of the stenographic course. In collegiate work we assume that the student should develop about the same skill in one semester as the average high school student develops in one year. The speed requirement for enrollment in second-semester typing is 30 words a minute; the median rate is usually around 37 words a minute. In shorthand (we use the Functional Method of presentation) we have completed the theory and the students read familiar material at 150 words a minute, write excellent notes, and take dictation on familiar material at 60 words a minute.

There is another reason for introducing transcription at this time in the stenographic course. It seems to increase the enthusiasm of the student for his work, because at the end of the year he has stenographic ability to market during the summer. . . . The vacation work does not interfere with the continuance of training, and frequently enables the pupil to remain in school.

Miss McCormick says that her objective for the end of the third semester is a transcription speed of 30 to 50 words a minute. Her success in attaining this objective may be judged by her statement that in the fourth semester "at any time a member of the class may be asked to take the place of a stenographer or secretary on the campus in an emergency." There's proof of the pudding!

These two letters are offered not only for the practical hints on procedure that they give but also for the light they throw on the vexed question of the time at which transcription should be started. A very little *positive* evidence quite properly outweighs any amount of *negative* evidence. Many have claimed that it is necessary to introduce transcription "from the very first day of shorthand," or at least in the early chapters of the shorthand manual, because "if you wait any longer, you'll never be able to get any results."

Dotted here and there all over this country are teachers like these two from Tulsa who are delaying transcription and at the same time getting fine results. Their example should be an inspiration to every teacher who may have doubted the advisability of this plan of teaching transcription.

Miss McCormick, however, points out how little we really know about the whole problem. And here is *your* chance to help. If you will write me what you are doing about transcription, why you are doing it, what results you are getting, and what you think of the Tulsa procedures described in this article, you will be making a substantial contribution to the solution of the problem, because if enough of you will write me, I can get a bird's-eye view of what you are all doing, and then in turn let you all see the picture through the pages of the BUSINESS EDUCATION WORLD.

Please sit down now and write me your ideas and plans, your problems and perplexities, in regard to transcription. Perhaps I can pass on the ideas and plans of one to meet the problems and perplexities of the other. Write now, before you forget about it!

More Students in Business Schools

AN increase in employment calls of 20 per cent over last year has brought a 10 per cent increase in enrollments to the private commercial schools of the United States and Canada, according to a recent survey.

The survey was conducted among 150 private business schools, by the School Advertising Division of the Dean W. Geer Company, Oshkosh, Wisconsin.

The majority of the schools report that they have received more calls for graduates than they have been able to fill this year. The demand for young men secretaries has been especially active. All the requests from employers have been for young people with specialized training in stenography, bookkeeping, accounting, and related business subjects.

Of the schools reporting, 65 per cent have more students this fall than last fall, 19 per cent have about the same enrollment, and 16 per cent have fewer students.

The results of the survey are particularly gratifying, since many business schools had capacity enrollments last year.

Night school enrollments are 20 per cent ahead of last year.

AVA Commercial Section To Meet in Baltimore

THE Commercial Education Section of the American Vocational Association, which is holding its Thirty-First Annual Convention at Baltimore, Maryland, December 1-4, has arranged a strong three-day program for December 2, 3, and 4.

Thursday morning, December 2, at 9:30, Dr. Paul S. Lomax, professor of education, New York University, will be the speaker for the Commercial Section at a combined section meeting of the Association. The theme of the program Thursday afternoon will be "Plans, Progress, and Problems in Distributive Occupation Education." Dr. Paul H. Nystrom, professor of marketing, Columbia University, and a member of the Federal Advisory Board for Vocational Education, will be the chairman.

"The Training of Teachers of Distributive Subjects" will be discussed Friday morning under the leadership of Professor Frederick G. Nichols, Graduate School of Education, Harvard University. The afternoon session will be devoted to "The Improvement of the Product of Commercial Education in the Public Schools." Clyde B. Edgeworth, supervisor of commercial education, Baltimore, will be chairman.

Saturday morning's meeting, under the direction of J. Carey Taylor, assistant superintendent in charge of secondary education, Baltimore Public Schools, will consider the problems connected with "Vocational Education for Clerical Workers."

A luncheon meeting will close the three-day session. Dr. Ivan E. McDougle, professor of economics, Goucher College, Baltimore, will speak on the subject, "What the Schools Can Do to Reduce Economic Illiteracy." The chairman will be Martin H. Hihn, director of night schools and americanization, Baltimore Public Schools.

The program chairman, Clyde B. Edgeworth, is to be congratulated upon both the timeliness of the themes selected and the speakers chosen to discuss these important topics.

A list of these speakers was published in the October BEW (page 104).

The Lamp of Experience

Harriet P. Banker, Editor

I have but one lamp by which my feet are guided, and that is the lamp of experience.

—Patrick Henry.



MR. EARL CLEVENGER, head of the commerce department of Central State Teachers College, Edmond, Oklahoma, makes an ingenious suggestion for using the various indexes for the *Gregg Writer* and the *BUSINESS EDUCATION WORLD*.

These indexes, covering a period of several years, are filed in special binders for reference purposes. When a student's assignment calls for the preparation of a discussion on some particular subject, he consults the file of indexes to determine what has been published on his topic for the past several years. He then selects the volumes he desires and, in the case of unbound magazines, the necessary issues.

A collection of indexes, such as the one described by Mr. Clevenger, should prove invaluable to teacher-training students.

A Vocabulary Aid

MY beginning shorthand students are keeping vocabulary notebooks in order to increase their vocabularies and to have the words easily available for reference and review. Any small-sized blank book with end opening is suitable.

Going from the front to the back of the book, the brief forms are listed in both long-hand and shorthand as they are learned in the regular assignment routine. Going from the back to the front, all other words actually learned are written in both longhand and shorthand and a brief definition is added.

All entries are in alphabetic order and no word may be placed on the list until it can be written fluently, read without hesitation, and used in dictation.

The pupils are very enthusiastic and the competition is keen. We are contemplating the adoption of a penalty when a pupil lists a word as mastered and then cannot satisfactorily demonstrate his ability to use it.—*Frances G. Yandell, Alamo Heights High School, San Antonio, Texas.*

Friendship Blotters

THE students in my beginning typing classes enjoyed making what we called "Friendship Blotters." We cut down desk blotters to the desired size; then along each edge typed an attractive border design and centered a motto within. The theme of most of the mottoes chosen emphasized friendship—hence the name we selected.

A problem in vertical and horizontal placement, as well as artistic designing, was involved that proved both interesting and instructive.—*Florence King, Detroit Lakes (Minnesota) High School.*

Alphabetic Warming-up Exercise

THE first few minutes of our typing period are devoted to what we call an alphabetic warming-up exercise. The exercise consists of typing the alphabet twice on a line with a space between the two groups. The first time the letters are arranged in sequence from *a* to *z*; the second time, in reverse order from *z* to *a*, as follows:

abcdefghijklmnopqrstuvwxyz zyxwvutsrqponml
kjihgfedcba
abcdefghijklmnopqrstuvwxyz zyxwvutsrqponml
kjihgfedcba

When the pupils have acquired skill in typing the alphabet in these two sequences, to avoid their writing from memory and to en-

courage them to follow the copy more closely, I ask them to practice typing the letters in groups, usually four groups, following the arrangement shown on the blackboard. As a rule, I have the first of these four groups begin with *a* and end with *z*, arbitrarily omitting ten of the intervening letters.

For example, if I omit the letters *cdjfkmprrsv*, the first group would read *abeghilnoqtuvwxyz*; for the second group I begin with the last letter in the group omitted; for the third group, I begin with the last letter in the first group; and for the fourth group, I begin with the first letter of the group originally omitted. Each day a different group of letters is omitted, so that this part of our exercise always presents a new problem.

The following is a typical specimen of a line of writing as placed on the blackboard. Note that the groups of letters on each line contain the entire alphabet written twice.

abeghilnoqtuvwxyz tsipmkjfdc zyxwutqonlihgba
cdjfkmprrsv
abeghilnoqtuvwxyz vsrpmkjfdc zyxwutqonlihgba
cdjfkmprrsv

I find that thus rearranging the alphabet into groups serves as a thorough review during the few minutes' practice at the beginning of each period. It has also had very satisfactory results with those beginners who have a tendency to watch their machines instead of the copy.—*Adelean H. Cottingham, Benton (Wisconsin) High School.*

Time for Sports

I HAVE used the following game in my typing classes and have found it effective as an incentive to outside practice. It also greatly increases accuracy, for the rules require perfect work. The procedure follows:

Divide the classes into teams of nine (though any other number may be selected). Six of the nine pupils are the regular players and the remaining three are substitutes.

For every perfect paper (29 lines double-spaced on a sheet of paper of standard letter size) of straight copy matter handed in by a player, his team is given credit for a field goal; that is, two scores. This is indicated on the score sheet by an X. For every five

perfect half sheets (14 lines double-spaced on a sheet 5½ by 8½) handed in by a player, his team is given credit for a free throw, or one score. This is indicated on the score sheet by a circle with an X in it.

For each paper handed in with an error on it, a foul is counted against the player. Four fouls put that player out of the game and a substitute takes his place.

Papers are checked by one or more pupils from each team. The checkers from one team always check the papers of the opposing team. These checkers are the guards, since they are on the lookout for errors that will prevent the opposing team from scoring and possibly putting their players out of the game.

The game may be played for any length of time from one to six weeks. The accompanying illustration shows the score sheets and the score boards of the two opposing teams.—*E. F. Barr, Clearwater (Kansas) High School.*

THE WORKERS

No.	Players	Scores	Fouls
1	Lucille Long--Captain	XXX	x
2	Helen Dyer	XX	
3	Marvin Mourning	2	xx
4	Eugene Myers		
5	Dona Roll-	XX	XXXX
6	Effie Snyder	XX	x
7	Mabel Hurst - +	2	
8	Maxine Hockett -		
9	Gertrude Lee -		

SCORE-BOARD

WORKERS	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
---------	--

SCORE BOARD

CONCENTRATORS	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
---------------	--

THE CONCENTRATORS

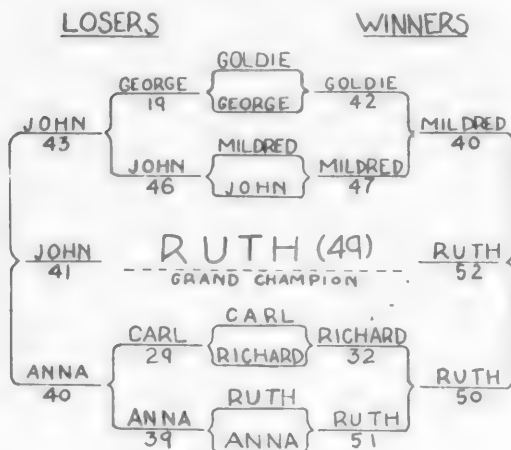
No.	Players	Scores	Fouls
1	Maurine Kimel--Captain	XXX	x
2	Marcele Critzer	XX	
3	Grant Champe -	XX	XXXX
4	Wynford Gilbert	XX	
5	Maybelle Oubitz	2	x
6	Maxine Hockett	XXXX	
7	Gladys Kirkland - +	2	
8	Waunita Burchell-		
9	Winifred Yergler-		

The Loser May Win

A DISADVANTAGE to the elimination tourney as a motivating device in typing is that the students tend to lose interest after elimination.

It is possible to offset this lack of interest

in part by arranging the tourney so that losers type against losers, the winning loser in turn to type against the winner on the winning side of the bracket to find the grand champion. Such a plan sustains interest and gives a good typist who lost an early round another chance for the championship.



The accompanying diagram illustrates the arrangement. The numbers below the names indicate the scores made by the contestants.—*Ernest L. Walker, Celina (Ohio) High School.*

Southern Business Educators To Meet in New Orleans

THE Southern Business Education Association will hold its fifteenth annual convention in New Orleans, in the Roosevelt Hotel, November 25-27.

The president of the association is Dr. J. H. Dodd, of State Teachers College, Fredericksburg, Virginia. He will address the convention on "The Relation of Capitalism to Business Education."

Miss Ray Abrams, Principal of the Joseph A. Maybin School for Graduates, New Orleans, is in charge of the local committees on arrangements and will preside at the opening general session. Mrs. Gertrude G. DeArmond, of the Wheeler Business College, Birmingham, Alabama, will preside at the second general session.

An exceptionally strong program has been prepared, including such distinguished speakers as D. D. Lessenberry, B. Frank

Kyker, Miss N. Mae Sawyer, Dr. Edward M. Hull, J. Murray Hill, Miss Eleanor Skimin, Mr. Hollis P. Guy, Dr. Benjamin Haynes, and A. J. Lawrence.

New England Commercial Teachers Meet November 20

THE New England High School Commercial Teachers Association will hold its thirty-fifth meeting at the Hotel Bancroft, Worcester, Massachusetts, on November 20.

The sectional meetings will be as follows:

SECRETARIAL: Chairman, Miss Mildred J. O'Leary, Senior High School, Swampscott, Mass.

"Teaching the Simplified Keyboard," Flora M. Jacobs, Simmons College, Boston, Mass.

"Teaching Methods in Shorthand Which Have Proved to Be Worth While," C. Azella Hood, Senior High School, Concord, N. H.

"What the Business Education Council Tests Have Taught Us That We Apply to Our Teaching of Secretarial Training." (Speaker to be announced.)

BOOKKEEPING: Chairman, Joseph J. Cantalupi, head of commercial department, Senior High School, Everett, Mass.

"Measuring the Outcome of Bookkeeping Instruction," Professor Paul L. Salsgiver, Boston University.

"The Progress of the Joint Committee of the N.O.M.A. and E.C.T.A. on Bookkeeping Testing," William M. Polishook, High School, Dedham, Mass.

"Methods in Teaching Bookkeeping," Mark G. Pierce, High School of Commerce, Worcester, Mass.

MACHINE PRACTICE: Chairman, Harold E. Cowan, head of commercial department, High School, Dedham, Mass.

"School Problems in Teaching Appliances," Mrs. E. C. Nesmith, head of commercial department, High School, Nashua, N. H.

"Employment Problems in the Appliance Course," Lester H. Brigham, office service manager, American Optical Company.

"Does the Appliance Course Actually Teach Arithmetic?" M. Gertrude Roughsedge, Senior High School, Medford, Mass.

SOCIAL BUSINESS: Chairman, Erol B. Beach, head of commercial department, High School, Marblehead, Mass.

Salesmanship; Economic Geography; Junior Business Training. (Speakers to be announced.)

After the luncheon, the general meeting will convene at 1:20 p.m. The speaker will be Alfred Stearns, formerly headmaster of Phillips Andover Academy, Andover, Mass.



My Visit to

The House of German Shorthand

THE name Bayreuth has always been revered as the home of Richard Wagner. The famous biennial Wagnerian festivals have brought thousands of visitors from all over the world to the city. Here they have found beauty, culture, peace, and quiet. It was for the purpose of attending the Wagnerian festival plays that the writer included Bayreuth in her European itinerary, as she was ignorant of the city's many new achievements. But at the International Short-

• IRMA EHRENHARDT

Associate Professor of Commerce, State Teachers College, Terre Haute, Ind.

And so, Bayreuth assumed a dual purpose of equal importance, the realization of which is beyond description. The originally intended two- or three-day stay extended itself to eight wonderful days filled with cultural, aesthetic, and practical interests, permeated with sincere, unbounded hospitality.

The House of German Shorthand is an entirely new, modern, sandstone and granite, five-story structure, completed June 1, 1936, erected from the contributions of shorthand writers and teachers. It is appropriately located next to the imposing building, Das Haus der Deutschen Erziehung, the House of German Education, built in 1933.

The two houses honor the name of Hans Schemm, a former teacher of Bayreuth, and Gauleiter, Governor of the province, because it was he who visualized these educational centers. Due to an untimely death in an airplane accident, he did not live to see the realization of his dream. He was killed shortly before Das Haus der Deutschen Erziehung was finished.

Before discussing the House of German Shorthand any further, a word or two more



KARL LANG

hand Congress in London, July 21-25, 1937, the delegates from the thirty-five various countries learned of the unique Haus der Deutschen Kurzschrift. They also met its excellent, enthusiastic leader, Mr. Karl Lang, Reichsführer der

Stenografenschaft, and Mr. Josef Polotzek, his able assistant.

When the author stated her intention of visiting Bayreuth, the German delegates insisted she live in the House of German Shorthand. What a delightful invitation!

must be said about Hans Schemm. One finds his name on a bronze plate in the entrance of the House of German Shorthand, and a separate room is dedicated to him in the House of German Education. In regard to the latter building, it was through his untiring efforts that all the teachers in Germany—*Volkschule*, *Gymnasium*, *Hochschule*, etc.—were organized, for the improvement of education, the House being built especially for those engaged in the teaching profession.

The teachers' conventions are held in the huge hall, which possesses a splendid organ. The acoustics are perfect. On either side of the hall, upstairs, there are laboratories for the various fields of study, offices, and an extensive library of textbooks and professional and cultural magazines. A tour of this building is an education in itself. It is in this environment, the House of German Education, the rich culture of old and new Bayreuth, that the *Haus der Deutschen Kursive* is situated.

Not only did Hans Schemm promote the organization of all the teachers of Germany, but he also organized German shorthand writers—*Gabelsberger*, *Stolze-Schrey*, *Einheitskursive*, and other lesser known authors—into one union. The *Einheitskursive* became the official system of shorthand in Germany and was renamed *Deutsche Kursive*.

Mr. Karl Lang, of Kulmbach, near Bayreuth, the present leader; Mr. Josef Polotzek, his assistant; Mr. Paul Kratzsch, the office manager of the House; the capable secretaries, *Fräulein Anni Erf* and *Fräulein Elsa Kremer*; and others are efficiently carrying on the work that Hans Schemm visualized.

Purpose of the House

The House of German Shorthand has many functions, the most important of which are:

1. It is the central headquarters for all German shorthand writers.
2. It is one of fifteen places where prospective shorthand teachers may take their state shorthand examinations. The examinations here are most rigid. All prospective typewriting teachers must take their examinations here; there is no other locality. The examinations for shorthand and typewriting are of three days' duration, and include

written and oral tests and one-half hour of actual teaching under the examiners' scrutiny.

3. It offers special review and methods courses for teachers in the field and for those preparing for the examinations.

4. It does research work; it is building up an adequate shorthand library, with shorthand books from many countries.

5. It offers evening classes in shorthand and typewriting, with emphasis on transcription. A course of twenty-four lessons in shorthand costs 8 marks (\$3.20); in typewriting, 12 marks (\$4.80). Each lesson is one and one-half hours; the classes meet twice each week. The author enjoyed several observations.

6. It is the location for the national and international stenographic competitions. Every third year, because of the special national stenographic Congress, the meetings are held in another city. Next year, the stenographic exhibition will take place in Hamburg the latter part of July and the first of August.

7. The House furnishes the most comfortable living quarters for prospective teachers, for men and women who are preparing for the examinations, and for those who are enrolled in the review courses or special methods courses. The accommodations, with breakfast, cost the nominal sum of 2½ marks (\$1) a night.

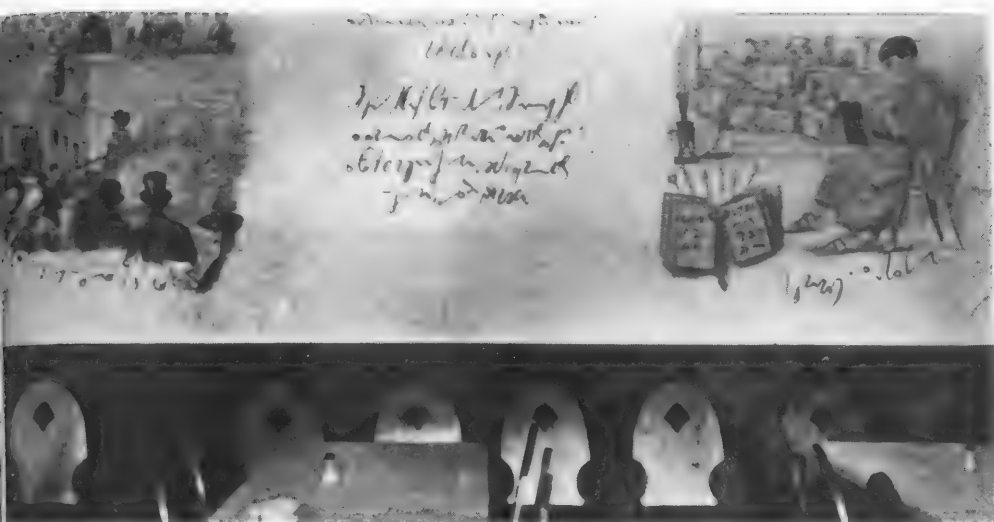
Plan of the House

The author poignantly recalls two vivid impressions as she first entered the House of German Shorthand. First, shorthand inscriptions on each door in the hall greeted her. She was informed they were the names of the rooms! Oh, to learn *Deutsche Kursive*! Second, exquisite etchings, paintings, and photographs of picturesque Germany hung on the walls.

The combination of shorthand and culture was somewhat odd, none the less pleasant to an American accustomed to shorthand in a very practical atmosphere. Throughout the House, there is the harmonious blend of the



Back row: DR. KRATZSCH, MR. KRATZSCH, MR. POLOTZEK, DR. SCHWABE. Front row: FRAULEIN ERF, MISS EHRENHARDT, FRAULEIN KREMER.



SPEISESAAL (DINING-ROOM)

ON THE WALL APPEAR BISMARCK'S ORATION, WRITTEN IN SHORTHAND, AND DRAWINGS OF ROMAN SHORTHAND REPORTERS.

practical and the aesthetic, a philosophical gestalt. But now for a tour of the building. On the underground floor ("basement" to us), one finds the delightful *Speisesaal* (dining-room)—also written in shorthand. (A foreigner soon learns German Shorthand from sheer necessity.) An "Ah" escapes the visitor's lips as he enters the room, for on the walls are colorful paintings depicting the history of shorthand and typewriting; each picture has a shorthand inscription beneath it. The pictures are easily understood—they are of the famous German shorthand inventors, Gabelsberger and Stolze; Bismarck's oration taken by shorthand writers; early Roman shorthand reporters; the first typewriter; and the stenographer of today in a modern office. The accompanying illustration shows one side of the wall with the Bismarck oration and the shorthand of an early Roman period.

The dining-room is also a recreation center, as it is the scene of the *Gesellschaftsabend*; that is, entertainments, dances, and the imbibing of the popular *Kulmbacher Beer*. Folksongs and songs about shorthand and the House are gaily sung. It is believed that those students preparing for the examinations need a little diversion.

The underground floor also contains store-rooms, garage, the heating plant, the kitchen,

the refrigerator room, the pantry, and the spacious living quarters for the superintendent of the building and his family.

On the ground floor are the well-lighted, modern offices, the library, the interesting typewriting museum with its first Remingtons, Olivers, Smith-Premiers, Hammonds, as well as the early German productions. Lockers for the employees, a lift, and staircase conclude the items on the ground floor.

The first floor is the instruction floor. It contains a friendly, comfortable teachers' room with bookcases, lamps, radio, desks, chairs, and conference table. The draperies and wall decorations are very attractive. Each of the three typewriter classrooms has thirty new typewriters, and each desk is equipped with a sturdy copyholder.

In the one classroom, a glass case surrounds the wall at eye's height, and in this case are the parts of the typewriter, carefully labeled; one can pull a knob and see each part operate. As one follows the case around the room, the parts are gradually assembled until, at the end of the case, one finds a complete typewriter. The teachers are required to learn the mechanism of the typewriter, and the actual parts are much more effective than a mechanical parts chart.

There are three splendid classrooms for shorthand; one room is arranged for the



A CORNER OF ONE OF THE INSTRUCTION ROOMS

showing of films. All rooms have both indirect and direct lighting effects and many large windows for day work. Heavy, white draperies can be drawn if the sunlight is too bright.

On the second and third floors are comfortable bedrooms, sitting-rooms both for men and for women, the bathrooms, and lift. There are thirty bedrooms, with a total of forty-two beds. Some rooms are double rooms; some are equipped with three beds. Each room is attractively furnished in a particular color scheme; each contains running water, simple, durable furniture, bed, wardrobe, table, bookcase, bed table lamp, chairs.

The rooms are named; the shorthand inscription appears on the door, and, fortunately for the writer, the number of the room, too. She lived in the single room dedicated to Heinrich von Stephan, the founder of the German postal system and an advocate of shorthand. In fact, Germany has always been shorthand conscious and has utilized shorthand in every profession. Naturally, in Heinrich von Stephan's room one finds his picture, a framed stamp collection, and books on the postal system. Each room dedicated to a famous person or to a part of Germany portrays his name in the decorations on the walls and the reading material in the bookcase. Some thoughtful person saw to it that fresh flowers were on the table at all times. A typewriter, table, and chair were placed in the room for convenience.

The sitting rooms for men and for women are excellent for reading, listening to the radio, friendly gatherings, and even work. Each is pleasantly furnished, the one for women in tones of red and gray. The magazines and books attract the eye, not only books written in shorthand but also inter-

esting reading material on many subjects and some modern fiction.

The tour of the house is completed. Everywhere one finds comfort, warmth, and charm. The *Gemütlichkeit* is augmented by the sincere friendliness of the entire personnel, thirty employees in all, and by the spotlessness of the House.

To live in the Haus der Deutschen Kurzschrift and to possess a key to its entrance is a happy experience, indeed, and one that will long remain a pleasant memory.

1941 International Shorthand Congress

The opportunity to view the House and its work will be given all shorthand aspirants in the world when the next International Shorthand Congress convenes in Nürnberg and Bayreuth, neighbor cities, both noted for their rich culture: Nürnberg, the city of the Middle Ages, famed for its beautiful architecture, wonderful toys, delicious Lebkuchen, and the well-known Faber pencil factory; Bayreuth, the home of Richard Wagner, the festivals, Franz Liszt, Jean Paul, Hans Schemm, the exquisite summer home, Eremitage, of Margravine Wilhelmina, the sister of Frederick the Great, the old and new palaces, and the opera house built in 1735.

Plans are already being made not only for the shorthand program of the Congress but also for the pleasure of the guests—sightseeing, receptions, concerts, and dances. And so, as the writer reluctantly left Bayreuth, she said, with all her heart, "Auf Wiedersehen Bayreuth-Nürnberg, 1941—wenn nicht früher!"

Shorthand in Many Languages

EDITOR'S NOTE—The editors of the BEW are indebted for the following report to Mrs. Emma Hoehn, of the Gregg Publishing Company, who read, translated, and condensed three very long reports, printed in German.

THE city of Bayreuth, in Germany (known as the "Richard Wagner City"), was the Mecca of shorthand writers and typists during the Pentecostal holidays (May 15-17). Delegates from ten nations took part in the shorthand and typewriting contests and joined in the holiday festivities. The city was bedecked with placards, writ-

ten in shorthand, greeting the visitors. Special trains were run in order to accommodate the great crowds.

Eighty-three contestants took part in the German shorthand contest and twenty-four in the various foreign-language dictations. High-speed dictations were given in German at speeds ranging from 260 to 400 syllables a minute and in Hungarian from 380 to 400 syllables a minute. There were also dictations in English, French, Italian, Spanish, Portuguese, Danish, and Swedish at speeds ranging from 140 to 340 syllables a minute. All "takes" were for 5 minutes.

The German high-speed shorthand contest was won by Georg Paucker, of Munich; the Hungarian contest by Dr. Sándor Majerchik, of Budapest. Both men wrote at 400 syllables a minute. The "all-round" foreign language shorthand contest was won by Hans Knoop, of Berlin, who wrote 280 syllables a minute in German, 200 syllables a minute in English, 200 in Dutch, and 140 in French. Runner-up in this contest was Richard Neelen, of Isernhagen, Germany, who wrote 300 in German, 160 in Spanish and French, and 180 in English.

Other winners in the individual foreign-language groups were:

P. Matla, The Hague, Holland, 300 syllables a minute in Dutch.

Fausto Frittitta, Turin, Italy, 340 syllables a minute in Italian.

Werner Kiesche, Hanover, Germany, 160 syllables a minute in Spanish.

Heinrich Emde, Pöhlau, Germany, 140 syllables a minute in Portuguese.

Olga Jensen, Copenhagen, Denmark, 220 syllables a minute in Danish.

Günther Burow, Berlin-Charlottenburg, Germany, 140 syllables a minute in Swedish.

The typewriting contest consisted of three parts: dictation and transcription from the contestant's own shorthand, transcription from another person's shorthand, and straight typewritten copy. Each of the ten highest ranking contestants was awarded a typewriter. The list was headed by Grete Röhrbein, of Zella-Mehlis, Germany.

The contest proceedings were under the direction of Herr Karl Lang, Reichsführer for Deutsche Kurzschrift (German Shorthand).

The 1938 contest will be held in Hamburg.



HERBERT E. McMAHAN

HERBERT E. McMAHAN, formerly supervisor of commercial education for Wilmington, Delaware, has joined the commerce faculty of State Teachers College, Bloomsburg, Pennsylvania. W. C. Forney is head of the department.

Mr. McMahan formerly headed the commercial departments of Altoona (Pennsylvania) High School and of Central High School, Bridgeport, Connecticut. He has two degrees from Temple University and has done graduate work at Penn State. He is an active member of several professional organizations and has held office in three of them.



WILLIAM E. HAINES

WILLIAM E. HAINES, who succeeds Mr. McMahan as supervisor of commercial education in Wilmington, formerly taught in the Mt. Holly (New Jersey) High School. Mr. Haines holds two degrees from Rutgers University, is the

author of several published magazine articles on education, and has held office in two professional organizations. He was a member of the New Jersey syllabus revision committee in junior business training and economic geography.

New Sawyer School

THE Sawyer School of Business has purchased the Willis College of Business, of Pasadena, California, with fifteen fully equipped rooms. W. O. Anderson is president.

Miss Helen Lind, a graduate of the University of California at Los Angeles, and a director of another of the Sawyer schools, has been selected to head the faculty.

New Gregg Writer Transcription Project

FLORENCE ELAINE ULRICH

SHORTHAND teachers will find announced in the November issue of the *Gregg Writer* a new Transcription Speed Project, *designed to build AND test practical transcription speed skill in the classroom.*

First, to tell you something of the history of the *Gregg Writer* in pioneering for better standards and accomplishments may not be amiss. Since its inception as the professional magazine of stenographers, secretaries, reporters, and teachers and students of stenography, Dr. Gregg's aim and ambition has been to make this magazine the medium through which shorthand teachers and students could "contact" standards in business offices and in other schools.

O.G.A. Standardizes Shorthand Writing

The Order of Gregg Artists has done more to establish shorthand as a universal and convenient medium of correspondence, with a consequent increase in general efficiency in shorthand writing, than any other one thing.

It is not unusual today for business men to expect a stenographer to transcribe the dictation of another stenographer when necessary. It is well known that shorthand, if properly written, can be read just as fluently and easily as longhand, and many times more so.

Teachers and shorthand writers, through the encouragement and incentives of the O.G.A., now know that it is just as easy to acquire good writing style from the start as to allow bad habits to develop and have to correct them later when seeking higher speeds and accuracy in dictation.

The O.G.A. was conceived and established by Dr. Gregg in 1912. There are literally a million members, all over the world, doing an efficient job of writing shorthand today.

C.T. Skill-Building Program

The Competent Typist Test was an innovation in typewriting testing programs. It was devised by Mr. Guy S. Fry, an educator

of progressive ideas and then, as now, business manager of the *Gregg Writer*.

The Competent Typist Test early became the established *training* test for skill building in typewriting in thousands of classrooms. Heretofore, typing awards were supplied for satisfactory performance on a test given for the first time. There were limitations for qualification, and if students failed to qualify, they had to wait another month for a new test. With the introduction of the Competent Typist Speed Test and program of awards, students were trained to higher speed and accuracy in the same way that professionals were trained—through repetition practice.

Just as professionals had the incentive of winning a contest, so students under the C.T. plan were provided with certificates and pins. Teachers used the Competent Typist Test to train speed contestants for the various county, state, and national type writing speed events.

Since the inauguration of the C.T. program, typewriting speeds generally have been materially increased in the classrooms. Last year, approximately 50,000 students received Competent Typist Awards from the *Gregg Writer*, 6,000 with a speed of more than 60 words a minute.

G.T.T. Used As Promotion Standards

The Gregg Transcription Tests, now published in the *Gregg News Letter*, originally achieved wide distribution under the plan promulgated by Mr. Charles L. Swen in 1924, when he made the tests generally available to schools. These tests are now being mailed regularly to 16,000 teachers. Passing these tests and receiving the awards are requirements for promotion and graduation in many of the schools.

Although these tests were designed primarily as shorthand speed tests, with their advent a time limit was placed on the typing of the transcript for the first time. Also, errors other than those in transcription were

charged for and a maximum number of errors allowed for the satisfactory passing of the tests. These requirements, however, were influenced more by the results in classrooms than by the practical requirements of business offices.

As improved teaching resulted in better transcription, teachers were urged to require more practical performances on these tests. The time has now come when attention should be given to the development of the kind of transcription skill that business offices expect.

New Transcription Speed Project

The new *Gregg Writer* Transcription Speed Project provides the test and the motivation for taking the test. It provides the incentive for sustained practice over a period of time with the definite objective of increasing transcription *speed* skill.

The new test appears on page 119 of the November issue of the *Gregg Writer*. It consists of a letter of 416 words. It is presented with two objectives in mind: first, to provide a transcription speed *test* to be given immediately after the magazine arrives, from which teachers will derive their records of students' accomplishments; and, secondly, a transcription speed-building *training project* to increase that speed definitely during the month of practice.

Since only the first transcript is of practical value in terms of office production, it is the test from which transcription speed records

of students are to be taken. For the development of higher transcription skill and accuracy in the shortest possible time, we recommend that the test plate be used also for repetition practice. Keep in mind that only usable or correctable transcripts are to be considered.

The shorthand plate in the *Gregg Writer* will be supplemented by a key, counted for dictation purposes, in the *BUSINESS EDUCATION WORLD*. Students may be required to transcribe both from the magazine notes and from the dictation of the text. In this way, their attention can be focused on the improvement of their own shorthand notes, if the transcripts from their own notes were not so satisfactory as the transcription from the magazine plate.

Give the test as often during the month as your teaching program allows, until the highest possible transcription speed is developed on it. The competitive spirit aroused by this type of training motivates students to better effort, which should be reflected in more rapid advancement to higher speed levels on the regular transcription assignments of new material.

The transcription speeds at which students will begin depend upon their typewriting speed and upon the experience they have had in transcribing. Assuming that a student can typewrite at a speed of 40 to 50 words a minute from straight copy, he ought to develop quickly a transcription speed of from 20 to 30 words a minute on this tran-

THE GREGG WRITER TRANSCRIPTION PROJECTS

Student's Name.....	Average Transcription Speed of Class									
School.....	on..... test									
Address.....	Teacher's Name.....									
City and State.....	Date.....									
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Transcribing Speed										
No. of Transcribing Periods										
Net Typing Speed on C. T. Test										

COPY OF TRANSCRIBING SPEED RECORD CARD

scription speed project. Students reaching a typing speed of 50 to 60 words may properly be expected to transcribe at not less than 40 words with practice. In any event, the final transcription speed of students about to graduate should not be less than 30 words a minute—a minimum office standard.

We are talking now, of course, of mailable or correctable transcripts only. Since an effort is being made to make this a *practical* transcription test, only correct or correctable transcripts are of any value. If transcripts must be rewritten, the additional time should be charged against the transcription time of the students. This soon will impress upon them the need for better *production*—the criterion by which a stenographer's efficiency is gauged in the business office.

Since production in the business office requires that good stenographers have a transcribing speed of from 35 to 50 words a minute, is it too much to ask that teachers try to reach this production level in the classroom? We believe that it is not, but shall be glad to hear your opinion on the matter. The transcription test this month was given to a number of stenographers, ranging in experience from one just out of school to those of long experience. The range in transcription speed, mailable transcripts, was from 32 to 52 words a minute—the stenographer who transcribed with a speed of 32 words a minute having had only a few months' experience in the business office.

These transcripts, to be "mailable," must also be satisfactorily placed on the letterhead. If the arrangement is so poor that the letter cannot be considered usable, it will not be accepted. We are not prepared to say that the results of this rather limited survey of ours can aptly be applied to classroom production—but it is a mark to aim at!

Transcription Speed Competition

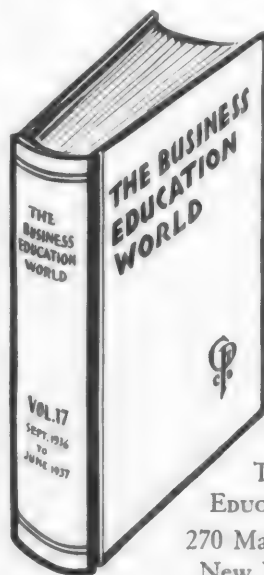
Owing to incomplete information on the standard transcription accomplishment in classrooms, we are not ready to announce a program of awards based on transcription speed skill. But we are announcing a *Transcription Speed Competition*, using the transcription speed project published in the *Gregg Writer* as the official test, in which

one hundred students will, by qualifying at the highest production level, receive a year's subscription to the *Gregg Writer*. To the teachers of these one hundred winning contestants will be given the Esterbrook Fountain Pen Desk Set. There is no fee whatsoever attached to this competition, and the prizes will be awarded after the May Transcription Project.

Will teachers of transcription write to me in care of the Credentials Department of the *Gregg Writer*, 270 Madison Avenue, New York, N. Y., stating the number of students enrolled in the transcription classes and requesting enough Transcribing Speed Record Cards (see p. 235) to take care of each member? Complete information will be sent with the cards. We hope *all* transcription teachers will cooperate in establishing a standard for transcription speed accomplishment in the classroom, and in developing a possible awards program that will motivate transcription classes to better and more productive effort.

BOUND FOR YOUR LIBRARY

One full year of your professional magazine (Sept. 1936 through June 1937) bound in red, lettered in gold.



Volume 17
840 pages
130 authors


\$2 postpaid

THE BUSINESS
EDUCATION WORLD
270 Madison Avenue
New York, N. Y.

Motion Pictures

For Business Education

LAWRENCE
VAN HORN



IDEAL PICTURES CORPORATION, 28 East 8th Street, Chicago, Illinois. Sale, rentals, and free loans, 16mm. sound and silent, 35mm. and 8mm. silent. Exhibitor pays transportation both ways on rentals and free loans. Special rates per week and month. See catalogue, "1937-38 Motion Picture Offerings." Many pertain to junior business training and commercial geography.

The Builders. 16mm., 2 reels, sound, rental \$2 a reel. Illustrates the numerous occupations in the building field, with regard to their requirements and conditions of work.

The Study of Infant Behavior. 16mm., 2 reels, sound, rental \$2 a reel. Illustrates technique used in determining behavior patterns in the preschool child. (For teachers interested in the preschool child.)

Overcoming the Limitations of Learning. 16mm., 3 reels, sound, rental \$2 a reel. History of education, showing the evolution from the most primitive means of education to the modern system in which visual education has an important part. (Recommended for teachers.)

History of Transportation. 16mm., 1 reel, sound, rental \$2. Transportation from the most primitive times until the present. Shows evolution from primitive animals of burden to the modern airship.

Evolution of Travel. Same as "History of Transportation," although produced by another company.

The Akron's Flight. 16mm., 1 reel, silent, rental 75 cents. A picturization of the tour of the famous airship, *The Akron*.

GERMAN RAILROADS, Information Office, 665 Fifth Avenue, New York, N. Y. 16 mm. silent and sound, free loan. Borrower pays return transportation charges. Films and slides pertain mainly to Germany. Films available in either German or English dialogue, and German or English titles. Lectures and literature supplement films. Limited

number of 35 mm. silent and sound prints are available. 35 mm. films and lantern slides obtainable only from New York. Other films may be had at branch offices. For listings refer to "Motion Pictures of Germany."

UNIVERSITY OF CALIFORNIA, Extension Division, 301 California Hall, Berkeley, California. Many films accompanied by printed teacher's aids. User pays transportation both ways.

Boulder Dam.—16 mm., 4 reels, silent. Rental, \$4. No. 404. A survey of the Boulder Dam project from the first preliminary construction in 1931 until the present time.

Communication by Electricity.—16 mm., 1 reel, silent. Rental, \$1. No. 79. Electric bell. Telegraph. Telephone. The undersea cable.

The Horse and Man.—16 mm., 1 reel, silent. Rental, 30 cents. No. 504. An acknowledgment of the horse's part in the conquest of the world and modern American life.

Pictorial History of California.—261 glass slides. Sale price: uncolored, 50 cents each; colored, \$1.15. Describes the romantic history of California.

Visual Education Equipment

Many educators will undoubtedly be interested in the following list, which includes some of the outstanding companies that sell moving-picture equipment. Additional names will accompany the December film listings. The companies will gladly furnish illustrated material and prices on request, where not listed.

AMPRO CORPORATION, 2839-51 North Western Avenue, Chicago, Illinois. Sell: Ampro sound-on-film, 16mm. projectors complete; Junior Model \$395, Senior Model \$455. Ampro silent 16mm. projectors, complete; Model J (500 watt) \$140, Model K (750 watt) \$160. Ampro convertible models, complete; Model MC (convertible into Ampro-sound Junior) \$170, Model NC (convertible into Ampro-sound Senior) \$190.

DA-LITE SCREEN COMPANY, 2723 North Crawford Avenue, Chicago, Illinois. Manufacture portable sound and silent motion picture screens. Models for all purposes; prices vary.



Supplementary Materials

JOSEPH
DEBRUM

For Business Education

A Monthly BEW Service

EDITOR'S NOTE—Teachers writing for materials will find that business firms cooperate more willingly if reasons are given for requests. Communications should appear on school stationery. All items listed are free unless otherwise indicated.

Air Travel

PUBLICITY Director, Pan-American Airways, Inc., 135 East 42d Street, New York, N. Y.

1. Folder of time-tables and passenger tariffs.
2. Booklet, "Clipper Cruising over the West Indies."
3. Booklet, "Flying Clipper Cruise to Rio."
4. Profusely illustrated materials on air travel to Bermuda.
5. "The First Air Cruise to Chile."
6. Supply of post-card photographs of the China Clipper and other liners.
7. Miscellaneous publications.

Automobile Travel

Department of Public Relations, General Motors Corporation, Detroit, Michigan.

1. "Transportation Progress," 53 pages. A history of self-propelled vehicles from earliest times down to the modern motor car.
- Among the clever sketches appearing in this publication are "The First Motorcycle—Oil Motor," "R. E. Olds' First Horseless Carriage (Steam)," "Horseless Carriage," and "Simon Stevin's Sailing Chariot."
2. "Putting Progress Through Its Paces," the history of the General Motors proving ground.
3. "Chemistry and Wheels" and "When the Wheels Revolve," two booklets giving facts about the automobile.
4. "From Iron Ore to the Finished Automobile," a large chart.
5. "Diesel, the Modern Power," a 31-page story of Diesel engine development.

Ocean Travel

Cunard White Star, Ltd., 244 Stockton Street, San Francisco, California.

"The Queen Mary, a Book of Comparisons." This unique publication paints a picture of the "Queen

Mary" that could not be presented by any other means. By drawings, the length of this ship is compared with the height of famous tall structures throughout the world, the deck space is compared with the Yale football bowl, and the accommodations of the life boats are compared with those of the modern motor busses.

Other color illustrations show the "Queen Mary Household Equipment," "The Refrigeration System," and "Some of the Staple Foods Carried on a Round-Trip Voyage of the Queen Mary." Also included is a 22- by 7-inch cross-section diagram of the "Queen Mary" with a key to the sectional plan.

Students and teachers alike will find this "Book of Comparisons" of extreme interest. It may be possible to obtain it through your local Cunard office instead of writing to San Francisco.

Publicity Department, Grace Line, Room 1725, 30 Rockefeller Plaza, New York, N. Y.

1. Booklet, "The Exclusive Grace Cruise Route," filled with large photographic reproductions, many of them colored, showing the luxurious accommodations of the "Santa" liners. This publication includes scenes from the boats' lounges, libraries, dining-rooms, staterooms, novelty shops, swimming pools, and beauty salons.
2. Generous supply of travel folders describing South American, Caribbean, and Mexican trips. Many of these well-illustrated folders contain information about clothing for travelers, hotel tips, and other helpful data.

Publicity Director, The French Line, 610 Fifth Avenue, New York, N. Y.


Write for "Data on the New French Line Flagship Normandie." Ask also for photographs of the "Normandie."

Travel Funds

The National City Bank of New York, New York, N. Y.

1. Specimen National City Bank of New York travelers' check enclosed in a regular wallet. Complete instructions concerning the use of travelers' checks appear on the inside of the wallet.
2. Record sheet for keeping full particulars on the purchasing and spending of travelers' checks.
3. Pamphlet, "Facts about Passports for American Travelers." Tells where and how to obtain a United States passport. Contains a specimen copy of a letter of credit.

WONDERING AND WANDERING



with Louis A. Leslie

A FRIEND of mine tells me that the catalogue of the Columbia University School of Journalism specifies that "students unable to typewrite and write English correctly will not be admitted."

I wonder how literally they interpret that requirement. If they really keep out all students "unable to write English correctly," I wonder just how many pass through the portals. I can't help thinking that they don't mean that prohibitive requirement to be taken too seriously.

• • Professor Nichols, of Harvard, recently wrote, "So it has come about that our vocational bookkeeping graduates know a lot about bookkeeping but, alas, they cannot keep a set of books."

That is a pretty howdy-do, we must admit. Professor Nichols blames this state of affairs, partly at least, on the fact that "Success in teaching vocational business subjects has been measured in terms of spurt-speed to do simple things . . . check statements about bookkeeping true or false. . . ."

I wonder, though, if part of the blame might be placed on the trend in recent years to teach commercial subjects for their social or cultural value.

Only the other day a letter came to me from a teacher in the Middle West in which she expressed a hope that we could continue to teach shorthand and typewriting as skill subjects rather than as instruments for developing "social attitudes and economic understandings."

If we are to teach bookkeeping as an instrument for developing social attitudes and economic understandings, it isn't surprising that we don't have time to teach the pupils how to keep a set of books. You can seldom eat your cake and have it too.

Professor Nichols goes on to say: "So in shorthand. The means to an end—facility in taking dictation—has become the objective of our instruction in place of the all-round stenographic ability with emphasis on transcribing skill."

It is true that some of us may have been tempted occasionally to overemphasize facility in taking dictation at the expense of transcribing skill. In fact, I seem to remember a passage in Dickens' description of his own struggle with shorthand in which he says that after considerable practice he was able to record every word of the most rapid oration—but that the stenographic symbols looked to him no more intelligible than the characters on a Chinese tea chest. Therefore, he was forced to give a thought to transcription.

• • But I wonder whether, just as the emphasis on hitherto neglected factors in bookkeeping may have brought some bookkeeping classes to the point where they can no longer keep a set of books, so undue emphasis on transcription, without proper consideration for facility in writing, may not bring our shorthand classes to a point where they can transcribe beautifully what they get down but where they lack sufficient facility in taking dictation.

A means to an end must not become an objective in itself, but without the means we cannot reach the end. I wonder what the best transcriber in the world could

do if his shorthand speed proved inadequate to the speed of dictation and he had notes full of holes.

• • After years of campaigning to the contrary, we still find many, many teachers who are firmly convinced that digital dexterity is the first requisite of rapid typing. I have argued from morn to eve, as often as not to no avail.

In connection with the French typewriting championships in 1931, there was a contest in Esperanto as well as in French. The champion wrote 96 words a minute in her own language, but only 68 words a minute in Esperanto. Both tests were taken on the same day, and it is inconceivable that the champion's fingers suddenly became 50 per cent more dexterous than they had been at another time on the same day.

I wonder whether this large discrepancy might not be accounted for by the fact that typewriting (like shorthand) is almost entirely a matter of mental dexterity. Obviously, the French champion's fingers were able to punch the keys just as rapidly, but, because her mind was not able to handle the foreign words, she wasn't able to direct her fingers as to which keys to punch. Manual dexterity is altogether secondary; the mind is the controlling factor.

• • Aren't we likely to be too sympathetic with the discouraged pupil? I wonder.

Long ago I stopped giving discouraged students sympathy. Instead, I tell them a story. For years I have been accumulating a stock of true stories of pupils who have succeeded in spite of some apparently overwhelming handicap. So I choose from these cases one that most nearly resembles that of the student claiming sympathy.

If, as so often happens, the pupil is complaining that her hand is slow in shorthand or typing, I enjoy telling her about the cases that I have known where students with only one usable arm have succeeded. Many of you may have seen Harold Smith's moving picture of a one-handed typist typing by touch at the rate of 60 words a minute.

Now I have added to my collection a news item in a recent issue of the *Gregg Magazine* of London. Miss Marjorie Pacey, of Brighton, England, has only one arm. In spite of that handicap, she has gone through the regular course at a local commercial school, earning a 100-word-a-minute shorthand certificate from the London Chamber of Commerce and passing the Intermediate Typewriting Examination of the Royal Society of Arts. The article states that Miss Pacey does her typewriting altogether by touch.

Suggest to your discouraged student that she try to write shorthand without the use of one hand for turning pages and adjusting the notebook. Such an attempt will usually convince her that her own task is so much less than that of a handicapped pupil like Miss Pacey that she has very little cause for discouragement!

Haven't you often heard teachers bemoan the youth of the pupil material that is being given them? The shorthand pupil in England is much younger than he is in this country.

The same issue of the *Gregg Magazine* gives the results of the London Chamber of Commerce examinations. First prize in the British Isles at 130 words a minute was won by Joan Barclay, fourteen years of age. Second prize in the British Isles, at 120 words a minute, was won by Phyllis K. Down, fourteen and a half years old.

So when you are inclined to become discouraged about the youth of your pupil material, remember these girls and their accomplishments. Remember, too, that these are not unusual cases—it is quite common to find shorthand classes of thirteen-year-olds in the British Isles.

In passing I might say too that the tests dictated in those British examinations are far harder than anything we would think of using here.

Are they gifted children? No. The writer has visited some of these British schools and can testify that the teachers can find the same difficulties with the children that we find. How do they do it? In the same way that some American shorthand teachers achieve equally brilliant results—through that dependable trio: inspiration, motivation, and perspiration.

MODERN EDUCATION DEMANDS

that students be prepared for their part in the drama of life. This is especially true of their vocational training.

Are you offering your pupils the opportunity that

VARI-TYPER

(The Office Composing Machine)

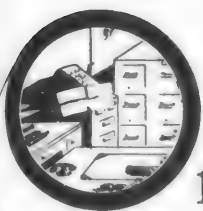
gives to Operators, Composers and Varitypographers in a field that is in dire need of workers? **INFORM THEM!** Send for complete information on the Composing Machine and the opportunities.

Ralph C. Coxhead Corporation 17 Park Place New York City
Gentlemen: Please send complete information about Varityper.

Name _____ School _____

Position _____ Address _____

This advertisement composed on the Varityper Composing Machine.



In the Lookout

Archibald Alan Bowle

Let Mr. Bowle help solve your equipment and supplies problems. He'll be glad to hear from you



13 Justi-Typer is the new attachment that produces typewriter justification. With this attachment, the right-hand margin can be made even. If there are too many characters in a line, spaces between them may be deleted and in a reverse manner the amount of space necessary to fill out a line falling short of the selected width is distributed equally and added to the normal spaces between the words in the line. This device can be used on any standard typewriter and can vary spacing from normal to one-ninth of a space.

14 Wells Manufacturing Company announces teacher's desk No. 1026 PT, 42 inches long, built of selected oak, faced with quartered white oak, paneled in quartered oak, finished in light oak or school brown. There's a handy book rail at the back of the 26-inch top. It has three side drawers and one top drawer.

15 Magnet-O-Sign changeable bulletin sign letters adhere to any background of iron or steel because they are molded of plastic in which magnets are placed. Backgrounds supplied by the manufacturer are covered with lacquer in black and silver. The magnetic letters and symbols have an advantage in storage; they do not shift about in the box provided for them, for it is

metal-lined. Easy to change, they make effective displays for the school bulletin board.

16 The corner-clip copy holder has been improved to include a metal rod bearing a helical slot, with a knob on the bottom end. The holder lies between the pages of the book from which the typist is copying, and supports a line indicator. Turning the knob makes the line indicator rise or descend on the page. When the holder is lifted, the page can be turned.

17 Markwell has put out an improved fastener that reminds me of my car. When the emergency brake is too far away you can get a special handle attachment. The same kind of handle that gives greater leverage does the same for the fastener. It can be attached to most of the Markwell fasteners quickly and easily.

18 A suggestion from our credit manager: A vest pocket adding machine, by Tavella Sales Company, adds and subtracts, aids in multiplication, with a capacity of 999,999.99, and it is guaranteed for five years. For an adding machine its cost is slight, and it does not subtract much from your pocket book!

19 To keep your desk papers in order, the Roll-O vertical desk file is the thing. Each compartment is 1½ inches wide. The stand is 8 inches high and 11 inches wide—just the size for the business letterhead or typewriting paper. Sections may be added at will, at relatively small cost.

November, 1937

A. A. Bowle

The Business Education World

270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below.

13, 14, 15, 16, 17, 18, 19

Name

Address

Your Professional Reading

Jessie Graham, Ph.D.

Let Dr. Graham's authoritative reviews guide your professional reading. She is constantly on the lookout for new books, articles, and tests on business education.



How to Win Friends and Influence People

By Dale Carnegie, Simon and Schuster, New York, New York, 1936, 337 pp., \$2.

It is extremely improbable that there is a teacher of business subjects anywhere who has not heard of this best seller. Therefore, it will be dismissed with the comment, "If you haven't read it, be sure to do so."

It is full of human interest and has a real personal appeal. The criticism that the methods suggested may lead to too great an interest in self and little regard for the influence of others may be valid; still the book should be read, if only for stimulation.

If Women Must Work

By Loire Brophy, D. Appleton-Century Company, Inc., New York, 153 pp., \$1.75.

Those of you who read about Mrs. Loire Brophy in "America's Interesting People," in the August, 1937, *American Magazine* doubtless wished that you could receive her advice as to employment problems. You recall that she is an employment counselor and that she won't take a client who wants less than \$5,000 a year.

If you read her book, "If Women Must Work," you will read of many cases with which she has worked, and you will feel, also, that she is talking to you about the solution of your problems.

You will notice from the introduction to the book that she has placed thousands of women in positions, in addition to her work with the men clients who aspire to salaries of at least \$5,000 a year.

The advice given and the case histories included in "If Women Must Work" will, in all probability,

appeal more to the woman in business than to the young girl in school because it meets her immediate problems. The school girl, however, will be charmed with the style of composition and the preview of the business and social life that will be hers within a year or two.

The reader who expects a definite blueprint for every situation will be disappointed. The advice given is general, not specific. For example, Mrs. Brophy speaks of letters of application in this manner: "You are no longer a living and breathing creature who is applying for a job, but a piece of paper on which there are some conventional marks." Sample letters are not included; she believes that these letters should be expressions of personality and varied to suit specific jobs. Details are left to "your business training."

An unusual feature is a nineteen-page bibliography of trade journals.

This book is timely because of the present intense interest in personal relationships in business. It is unique because of the inclusion of topics not usually treated in books about employment, such as "Your Hobbies," "You Estimate People," and "You Get Married."

While you are reading "If Women Must Work," you will feel as though you are listening to Mrs. Brophy telling about her experiences and giving you advice about your everyday problems.

Business Behavior

By Ray Abrams, South-Western Publishing Company, Cincinnati, 1937, 304 pp., \$1.40.

The results of numerous studies have strengthened our belief that personality and character traits, courtesy, and strategy in handling people are just as important to the office employee as the skills he has acquired. In spite of all the evidence supporting this thesis, there are few practical programs that do something about it.

Miss Ray Abrams, formerly principal of the Samuel J. Peters Boys' High School of Commerce and now of the Joseph A. Maybin School for Graduates in New Orleans, has been experimenting with ways of giving this essential training in business behavior. She has found two methods satisfactory: (1) the clinic method—dramatization followed by discussion; and (2) the case-conference method, in which cases are presented in story form and made the basis of class discussion.

Miss Abrams has put the results of her experimentation into a book for classes in business subjects. In this book, she uses dramatization, cases and projects, and exposition. No matter what the medium or method, the result is a decision made by the student as to what ought to be done under certain circumstances.

As a rule, books on business behavior are addressed to girls. This book is for boys and girls with, if anything, a little more emphasis on the problems of the boy than those of the girl.

Teachers can accept this book as one that will appeal to young people, remembering that Miss Abrams has had a great deal of experience with high school boys and graduate students, and that she has had opportunity to try out the materials and methods presented.

Consumers' Digest

Consumers' Research, Inc., Washington, N. J., Vol. II, No. 1 (July, 1937), 25 cents a copy.

This digest presents in popular style some of the data gathered by Consumers' Research, Inc. An attempt is made to include material of seasonable interest. For example, this midsummer issue covers, among other topics: ice cream, sun-tan lotions, automobile tires, insecticides, lawn mowers, and panama hats.

Abstract of Proceedings

Edited by Vernal H. Carmichael, Tenth Annual Conference of the National Association of Commercial Teacher Training Institutions, Bulletin No. 12 (May, 1937), 30 pp., 25 cents. (May be obtained from Professor Carmichael, Ball State Teachers College, Muncie, Indiana.)

Do we, as Professor Nichols tells us, wear the worried and sheepish look of those who "miss the boat" when we inquire about the George-Deen Act and its implications for us? Are we, as he says, just coming to a realization of the possibilities of business education? Do we know that the supervisors of industrial education have offered to develop training for the distributive occupations under the George-Deen Act?

For years, Professor Nichols has served business education well by startling us, trying to keep us awake, and preventing us from accepting statements just because they are in print.

In this report, Professor Nichols sets forth the basic assumptions underlying his thinking along these lines, the kinds of courses that may be provided under the Act, and a list of suggestions for teacher-training institutions.

In addition to Professor Nichols' article on our responsibilities, there are two valuable articles on retail training. Dr. Harold Shields tells about the work of the Prince School of Store Service Education. Edward J. Rowse reports on retail-selling education in public high schools; he includes observations drawn from his practical experience in planning and organizing such courses.

Dr. Fred Smith, dean of the University of Tennessee, writes about requirements for teachers of vocational subjects. He believes that initial practical experience is not enough but that the teacher

should return to business every fifth or seventh year for additional practical experience.

Teachers interested in salesmanship and in the George-Deen Act will find a great deal of information and many practical suggestions included in these thirty pages.

Profits from Courtesy—Handbook of Business Etiquette

By Mary Alden Hopkins, Doubleday, Doran and Company, Inc., Garden City, New York, 1937, 181 pp., \$1.96.

Etiquette for efficiency! Have you ever thought of it in that way? According to Mary Alden Hopkins, bad manners cause emotional friction, which decreases speed. For efficiency, then, business is giving mass training in courtesy.

This handbook is designed for business employees. The materials and methods may well be made a part of concrete character education in school, particularly in business classes.

Teachers will agree, for example, with the author's ideas about training for neatness: "This perfect state is not attained by average workers left to themselves."

General rules for employees regarding the use of the telephone, personal appearance, etc., are included, in addition to separate chapters addressed to workers in various types of business: hotels, retail stores, gasoline stations, and others.

Although the book is predominantly practical, it ends on a note of idealism. The following comment about John Drew closes the final chapter: "It was part of his ideal of what he owed to the best in life, of his duty to society, of unfailing consideration of others."

This book is so entertaining and so filled with usable suggestions that the experiences of the author are of interest to the reader. We learn from the jacket that she wrote "Planning Your Life." We should like to know something more about Mary Alden Hopkins.

How to Sell in Chain Stores

By Fred Barton, Harper and Brothers, New York, 1937, 104 pp., \$1.50.

Fred Barton has had chain-store experience. He, therefore, speaks with authority to men now working in chain stores or planning to work there.

The book is practical and full of anecdotes. Mr. Barton does not intend it as an exposition of the running of a chain store, but wishes to give everyday workable ideas to salesmen. Some of these ideas cover trifling matters. Behind it all, Mr. Barton's experience is evident.

Here is another book for boys. The reading of it may help turn some boys toward an occupation in which there is plenty of room for them.



TO THE EDITOR:

I note with interest the fact that you are to conduct a department which will have to do with the administration and supervision of commercial education. There is no field on the secondary-school level which is in greater need of leadership at the present time. I sincerely hope that your efforts in this direction will bear fruit; and you may count on my cooperation in every possible way.—*Frederick G. Nichols, Associate Professor of Commercial Education, Graduate School of Education, Harvard University.*

TO THE EDITOR:

I think you have obtained an excellent man in Dr. Harl R. Douglass, of the University of Minnesota, to head your new department of organization and administration of commercial education. Dr. Douglass is a man of national repute and, I am confident, will conduct a worth-while department in your magazine.—*Clinton A. Reed, Supervisor of Business Education, The State Education Department, Albany, New York.*

TO THE EDITOR:

I have read your proposed plan to issue certificates in the fields of bookkeeping, junior business practice, and business letter writing. I think the idea is an excellent one and should be of real service to teachers in these fields.—*H. I. Good, Associate Superintendent of Secondary Education, Buffalo, New York.*

TO THE EDITOR:

You are to be doubly congratulated!

First, because your editorial in the September issue is a splendid one. Please count on us for any assistance you may need in developing a national program of curriculum rebuilding. Less than one month ago I wrote to Dr. Ira W. Kibby, Chief of the Bureau of Business Education in this state, asking him if steps could not be taken to carry on some national experiments in this field. The progressive education movement, centered largely in the areas of English and social studies, has been of tremendous help in vitalizing the instruction in these two subject groups. We need the same kind of attention called to much of the work in our field.

In the second place, you are to be congratulated on the new nation-wide certification and awards

service in what you term "junior business practice" (everyday business in the Los Angeles schools), bookkeeping, and business letter writing. Let me make one additional request—that you enlarge this service to include salesmanship. Our salesmanship program will develop to a considerable extent due to the recent provisions of the newly enacted George-Deen Act.—*J. N. Given, Assistant Supervisor in Charge of Commercial Education, Los Angeles.*

[EDITOR'S NOTE TO MR. GIVEN—Thank you for the constructive suggestion. We have been thinking about projects in salesmanship (and some other subjects), and it is gratifying to have you suggest its inclusion in the certification plan.]

TO THE EDITOR:

My surprise at seeing my own picture, plainly labeled "Emma Bell Hauch," on page 140 of the October BEW was probably equaled by your embarrassment when you discovered the error. The source of the confusion appears to lie in the fact that the author of "Good Morning!" and I both hold the Gregg Writer Shorthand Teachers' Gold Medal. Our pictures appeared together in the BEW for April, 1936.

Although I have not the honor to be Emma Bell Hauch, I do not doubt that a prompt apology from you will meet with her gracious acceptance.—*Anne Nelson, J. Sterling Morton High School, Cicero, Illinois.*

TO THE EDITOR:

I too, was surprised, but not for the same reason as Miss Nelson was, to see the picture accompanying my article, for I didn't expect any photograph at all.

I assure you that I don't mind the substitution of pictures if Miss Nelson doesn't. I am highly pleased that the BEW chose such an attractive picture to label "Emma Bell Hauch," and I can't see how the writer's own picture could improve on the one already selected.

The error is perfectly understandable and I feel that everything has been satisfactorily explained.—*Emma Bell Hauch, Johnstown High School, Johnstown, Pennsylvania.*

[EDITOR'S NOTE—Our sincere apologies to both Miss Hauch and Miss Nelson and our warm admiration of their friendly cooperation and understanding of editorial problems.]



ANNE NELSON



EMMA BELL HAUCH

Day-by-Day Use of the Gregg Writer

FLORENCE ELAINE ULRICH

HERE are suggestions for using the *Gregg Writer*, which may be adjusted to suit the teaching requirements of your classroom. For instance, if you have a few minutes of a class period left, turn to "By Wits and Wags" and ask for volunteer reading from

students who can read the stories *fluently*. Each student will desire a turn at the reading, and the competitive spirit thereby aroused will result in a rapid development of fluent reading.

Organize your transcription classes in the new Transcription Speed Project competition.

FIRST WEEK:

If after you read "I Saw the World on Pothooks" you are still keeping your job of teaching, whet your students' appetite for a similar glamorous career with shorthand. Bring home the point that the young woman author probably didn't have to worry about whether she could transcribe her notes! Her experience with the ice business proved that.

Turn the zest and enthusiasm of our class to good practical advantage in a stiffer shorthand program. Thus stimulated, they will accomplish the work with surprising ease. Use the credentials tests to measure their progress. Assign first the transcribing of the new Transcription Speed Project.

Have beginners read "Building Up a Credit Rating." The suggestion is a good one—that they begin early to establish the kind of reputation for competence and reliability that will make easier their entry into business after they graduate.

"Easy Business Letters" should be read and prepared for rapid dictation at the next meeting. Encourage an improvement of shorthand writing style and fluency, or speed, with each dictation.

Have the advanced students read the concluding installment of "Dicky." Discuss the new outlines learned in this story, or have a "spelling bee" on them.

SECOND WEEK:

Assign the Junior and Membership O. G. A. Tests, using the Shorthand Style Studies as warming-up exercises. From one to three minutes is suggested for this warming-up practice at the beginning of each shorthand period.

Miss Mary Parker, of Decatur (Illinois) High School, writes that she uses five minutes of precision work in the *Gregg Writer* every day, besides having students read it and transcribe the shorthand. This may suit your program, too.

Use only one set of drills at a time, and pick out the words in the O. G. A. copy covered by the drill. After the entire O. G. A. Test has been covered in this way, it may be dictated to improve fluency and smoothness in writing. Assign a second ten-minute writing of the new transcription project, and compare the speed with that attained in the first transcription.

Have beginners prepare the final Junior O. G. A. Test for submission, if they have not previously tried for the award. If any of them think they can accomplish more than you have assigned in the regular lessons, suggest that they read the beautiful essay, "Autumn."

Advanced students should practice the Shorthand Style Studies as much as possible this month, preparing to win one of the beautiful Gold Pins awarded for Honorable Mention in the O. G. A. Contest. The reading of "The History and Development of the Soap Industry" will enlarge their vision and experience, and help to broaden their minds on types of businesses. Have them prepare for dictation the letters taken from the soap industry. Accept only *perfect* transcripts of this assignment.

THIRD WEEK:

"News in Word and Picture" provides juicy bits of information and success stories from which students will benefit by reading. "Cut Out Superfluous Words" and "The Great Divide" should be read in

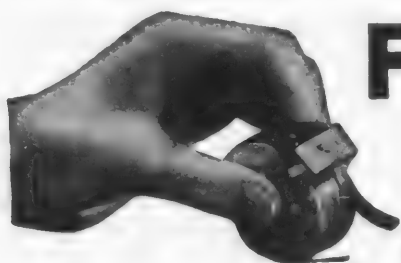
connection with a practical letter project, calling for the application of the principles discussed. Ability to construct his own letters is important to the stenographer's advancement. "I Saw the World on Pothooks" testifies to this.

Vary the requirements of the beginners' assignments. Dictate sentences containing new words learned in reading the magazine. Some of the better students may wish to try to read the advanced stories. Encourage this practice, because many outlines can be read through context. In your next *Gregg Writer* meeting, you can check on the students' progress.

Advanced students will again take the Transcription Speed Project in a timed test. The object of this test is to increase students' transcribing speed to the highest possible level with absolute accuracy during the month. Assign for reading any shorthand plates that have not been read, including the graded stories.

FOURTH WEEK:

Develop the highest possible speed and skill on the shorthand and typewriting tests, and prepare final copies of tests to be submitted for awards. Tell the students about the club prizes, and give them an opportunity to work for them. Strive for a definite increase in transcribing speed on the new Transcription Project—and encourage higher speed on all *new* material dictated for transcription during the month. For instance, if students have increased their transcription speed ten words a minute on the *Gregg Writer* Project, point out that it is also easy to transcribe *new* material at the higher speed by extra reading and practice.



FREE TRIAL

**MAKES ITS OWN STAPLES
—5000 IN ONE LOADING—
CAN'T JAM OR CLOG**



\$5⁰⁰ stapler,
always shipped
loaded with 5000
staples, \$6.00

BATES STAPLER

Don't you hate correcting loose papers?

Think what it would mean to you if all homework and typing budgets were neatly stapled together.

Here is a chance for you to try a Bates Stapler free for ten days. Bates is the stapler that makes its own staples—5000 in one loading—and it can't jam or clog.

You don't have to keep re-

loading a Bates Stapler, one spool of wire makes 5000 staples. It is the simplest, easiest, most economical stapler there is.

We will make it easy for you to try a Bates Stapler—use the coupon. We will send you a Bates Stapler for a free 10-day trial—no obligation. If you don't find it indispensable, you can return it.

THE BATES MFG. CO., Orange, N. J.

*Makers of Bates Numbering Machines, Bates Indexes, Bates File Fasteners,
Mun Kee Ink Pads, Bates List Finders, etc.*

THE BATES MFG. CO., 30 Vesey Street, New York, N. Y.

Please send me a Bates Stapler loaded for 5000 staples, for a free 10-day trial.
I understand I may return it without obligation, otherwise I will send you \$6.

Name _____

School _____

Address _____

When returning this coupon please mention the Business Education World.

SHORTHAND PRACTICE MATERIAL

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

Easy Business Letters

On Chapters Four to Six of the Manual

Dear Madam: Your letter has been given to a special committee, which looks after such matters for us.

Our³⁰ official had no knowledge of the matter when he called upon you before.

If you wish more details, we shall be very⁴⁰ glad to give them to you. Yours very truly, (49)

Dear Sir: We have your letter inquiring about the prize we are giving. We are putting on a drive to get more²⁰ boys to join our organization. We have two teams working now to get new boys, and the winning team will be given⁴⁰ a very nice prize. All the boys are quite excited and are striving hard to win the prize. Anything you can⁶⁰ do to give them a helping hand will be most welcome. Sincerely yours, (72)

Gentlemen: We are opening a new office building at 425 Broadway tomorrow. We have²⁰ expended much money, time, and thought on the plans and equipment of this building.

We have been endeavoring to⁴⁰ influence Mr. John Carpenter to become our renting agent, but he claims that he could not devote sufficient⁶⁰ time.

Can you think of anyone else whom we could depend upon to take charge of this building? Cordially yours, (80)

Dear Mr. Wright: We have received the goods you shipped us October 15. They reached us in good condition and are²⁰ entirely satisfactory.

We find a three dollar error in your invoice for these goods and are calling it⁴⁰ to your attention, so that you may change your entry accordingly. Very truly yours, (56)

Gentlemen: The quality of the tires you sent us on our order sent the fifteenth must not have been as good as²⁰ we have been getting from you. Several tires have been returned, and it has been necessary for us to give refunds⁴⁰ on them. We have always

carried a high quality tire and we have no wish to sell inferior ones to⁶⁰ our market.

We will hold the tires in question until we hear from you. Sincerely yours, (75)

AUTUMN

By SISTER MARY FIDELIS

St. Patrick's High School, Providence, R. I.

Written especially for use with Chapter Seven of the Manual

I do not know of a more beautiful scene than that which Nature presents to us in the Northern states in autumn.²⁰ The tall trees that were costumed in sombre green during the summer months, suddenly flaunt gorgeous foliage of red,⁴⁰ yellow, scarlet, or golden brown, and hundreds of song birds dart in and out among the branches—a tuneful sylvan⁶⁰ orchestra cheering all the world with their tender notes. These little feathered friends of ours seem quite content to desert⁸⁰ the nests they built with such care in the spring. It must be that in these autumn concerts they are attempting to tell us¹⁰⁰ of the joyful months they will pass in southern lands. At any time now they will be off, to return when blizzards have¹²⁰ gone and another year brings warm weather back again.

Squirrels run about gathering in their winter store of nuts.¹⁴⁰ Almost continually they journey back and forth to their hiding place in the trunk of a tree, carrying their¹⁶⁰ little burden of provisions. How alert they are if some noise surprises them! At once they vanish from sight and¹⁸⁰ wait until all is peaceful once more and the quiet warrants their returning to the task.

The ants, too, although they²⁰⁰ have worked so hard all during the summer, now exert themselves with a kind of nervous haste, as if there may be danger²²⁰ of the cold coming upon them before they guarantee themselves a large enough store for the winter.

The air²⁴⁰ is sweet with the scent of late flowers and of ripened fruit. On every side Nature gives evidence of the bounty²⁶⁰ she has lavished on the

earth. Fruits and flowers and nuts are everywhere. The farmers, as well as those who have³⁸⁰ smaller gardens, are busy gathering the crops after their summer labors. What memories the³⁹⁰ new mown hay brings back to me! (How distant now those days when, as a child, I romped among the hay stacks.)

Inside the house,³⁹⁰ too, there are certain definite signs of autumn. Preserves, jams, and jellies are being prepared to supply the⁴⁰⁰ family needs during the long stormy months that will be upon us soon.

Even our sports vary with each season. In⁴⁰⁰ the fall, the baseball series ended, attention turns to football and basketball. Tennis courts are deserted, and the foursomes grow fewer on the golf links. Roller skates are searched out from the bottom of the cupboard, and heavy leather⁴⁰⁰ boots are donned for the rambles on foot or the horseback rides, that bring delight to mind and body.

Sunlit days and cloud-⁴²⁰free skies do much to make every one feel happy. How restful it is to leave the hurry and bustle of life⁴⁴⁰ in the city and stroll out into the country air or walk through the woods among the tall and stately trees! Can you⁴⁵⁰ deny the pleasure of listening to the gentle rustle of the leaves as they move to and fro in the breeze? The⁴⁶⁰ trees appear to be conversing among themselves as they sway in the wind. The sun filters through the branches and lights⁴⁶⁰ up the dark patches of ground beneath. Who can witness the splendor and majesty of the autumn woods and not think⁴⁷⁰ of the Great Artist who alone could make that scene and tint the leaves such varied hues!

A great poet has written of⁴⁸⁰ the autumn that it is "a season of mists and yellow fruitfulness." (552)

Dicky and Rouge et Noir

From "Cabbages and Kings"

By O. HENRY

(Copyright, 1908, 1936 by Doubleday, Doran and Company, Inc.)

Reprinted in shorthand by special permission of the publishers

(Concluded from the October issue)

Although the³⁹⁰ rainy season was over, the day seemed to hark back to reeking June. A fine drizzle of rain fell all during the⁴⁰⁰ forenoon. The procession entered Coralio amid a strange silence.

President Losada was an elderly³⁹⁰ man, grizzled bearded, with a considerable ratio of Indian blood revealed in his cinnamon⁴⁰⁰ complexion. His carriage headed the procession, surrounded and guarded by Captain Cruz and his famous troop of⁴¹⁰ one hundred light horse. Colonel Rocas followed, with a regiment of the regular army.

The President's sharp,⁴²⁰ beady eyes glanced about him for the expected demonstration of welcome; but he faced a stolid, indifferent⁴³⁰ array of citizens.

Sightseers the Anchurians are by birth and habit, and they turned out to their last able-³⁷²⁰ bodied unit to witness the scene; but they maintained an accusive silence. They crowded the streets to the very³⁷⁴⁰ wheel ruts; they covered the red tile roofs to the eaves, but there was never a "viva" from them. No wreaths of palm and³⁷⁶⁰ lemon branches or gorgeous strings of paper roses hung from the windows and balconies as was the custom. There³⁷⁸⁰ was an apathy, a dull, dissenting disapprobation, that was the more ominous because it puzzled. No³⁸⁰⁰ one feared an outburst, a revolt of the discontents, for they had no leader. The President and those loyal to³⁸²⁰ him had never even heard whispered a name among them capable of crystallizing the dissatisfaction³⁸⁴⁰ into opposition. No, there could be no danger. The people always procured a new idol before they destroyed³⁸⁶⁰ an old one.

At length, after a prodigious galloping and curvetting of red-sashed majors, gold-laced colonels³⁸⁸⁰ and epauletted generals, the procession formed for its annual progress down the Calle Grande to the³⁹⁰⁰ Casa Morena, where the ceremony of welcome to the visiting president always took place.

The Swiss³⁹²⁰ band led the line of march. After it pranced the local *comandante*, mounted, and a detachment of his troops. Next³⁹⁴⁰ came a carriage with four members of the cabinet, conspicuous among them the Minister of War, old³⁹⁶⁰ General Pilar, with his white moustache and his soldierly bearing. Then the President's vehicle containing also³⁹⁸⁰ the Ministers of Finance and State; and surrounded by Captain Cruz's light horse formed in a close double file⁴⁰⁰⁰ of fours. Following them, the rest of the officials of state, the judges, and distinguished military and social⁴⁰²⁰ ornaments of public and private life.

As the band struck up, and the movement began, like a bird of ill omen⁴⁰⁴⁰ the *Valhalla*, the swiftest steamship of the Vesuvius line, glided into the harbor in plain view of⁴⁰⁶⁰ the President and his train. Of course, there was nothing menacing about its arrival—a business firm does not⁴⁰⁸⁰ go to war with a nation—but it reminded Señor Espiritión and others in those carriages that the⁴¹⁰⁰ Vesuvius Fruit Company was undoubtedly carrying something up its sleeve for them.

By the time the van⁴¹²⁰ of the procession had reached the government building, Captain Cronin, of the *Valhalla*, and Mr. Vincenti,⁴¹⁴⁰ member of the Vesuvius Company, had landed and were pushing their way, bluff, hearty, and nonchalant, through⁴¹⁶⁰ the crowd on the narrow sidewalk. Clad in white linen, big, debonair, with an air of good-humored authority,⁴¹⁸⁰ they made conspicuous figures among the dark mass of unimposing Anchurians, as they penetrated⁴²⁰⁰ to within a few yards of the steps of the Casa Morena. Looking easily above the heads of the crowd,⁴²²⁰ they perceived another that towered above the undersized natives. It was the fiery poll of Dicky⁴²⁴⁰ Maloney against the wall close by the lower step; and his broad, seductive grin showed that he recognized their presence.⁴²⁶⁰

Dicky had attired himself becomingly for the fes-

tive occasion in a well-fitting black suit. Pasa⁴⁸⁸⁰ was close by his side, her head covered with her ubiquitous black mantilla.

Mr. Vincenti looked at her⁴⁸⁸⁰ attentively.

"Botticelli's Madonna," he remarked, gravely. "I wonder when she got into the game. I don't like his⁴⁸⁸⁰ getting tangled with the women. I hoped he would keep away from them."

Captain Cronin's laugh almost drew attention⁴⁸⁴⁰ from the parade.

"With that head of hair! Keep away from the women! And a Maloney! Hasn't he got a license?⁴⁸⁸⁰ But, nonsense aside, what do you think of the prospects? It's a species of filibustering out of my line."⁴⁸⁸⁰

Vincenti glanced again at Dicky's head and smiled.

"*Rouge et noir*," he said. "There you have it. Make your play, gentlemen. Our money⁴⁸⁰⁰ is on the red."

"The lad's game," said Cronin, with a commend-
ing look at the tall, easy figure by the steps. "But⁴⁸²⁰ 'tis all like fly-by-night theatricals to me. The talk's bigger than the stage; there's a smell of gasoline in the⁴⁴⁰ air, and they're their own audience and scene-shifters."

They ceased talking, for General Pilar had descended from the⁴⁴⁰⁰ first carriage and had taken his stand upon the top step of Casa Morena. As the oldest member of the⁴⁴⁰⁰ cabinet, custom had decreed that he should make the address of welcome, presenting the keys of the official⁴⁸⁰⁰ residence to the president at its close.

General Pilar was one of the most distinguished citizens of⁴⁸²⁰ the republic. Hero of three wars and innumerable revolutions, he was an honored guest at European⁴⁸⁴⁰ courts and camps. An eloquent speaker and a friend to the people, he represented the highest type of⁴⁸⁰⁰ the Anchurians.

Holding in his hand the gilt keys of Casa Morena, he began his address in an⁴⁸⁸⁰ historical form, touching upon each administration and the advance of civilization and prosperity⁴⁸⁰⁰ from the first striving after liberty down to present times. Arriving at the régime of President⁴⁸²⁰ Losada, at which point, according to precedent, he should have delivered a eulogy upon its wise conduct⁴⁸⁴⁰ and the happiness of the people, General Pilar paused. Then he silently held up the bunch of keys high above⁴⁸⁰⁰ his head, with his eyes closely regarding it. The ribbon with which they were bound fluttered in the breeze.

"It still blows,"⁴⁸⁸⁰ cried the speaker, exultantly. "Citizens of Anchuria, give thanks to the saints this night that our air is still⁴⁷⁰⁰ free."

Thus disposing of Losada's administration, he abruptly reverted to that of Olivarra.⁴⁷⁸⁰ Anchuria's most popular ruler. Olivarra had been assassinated nine years before while in the⁴⁷⁴⁰ prime of life and usefulness. A faction of the Liberal party led by Losada himself had been accused⁴⁷⁶⁰ of the deed. Whether guilty or not, it was eight years before the ambitious and scheming Losada had gained his⁴⁷⁸⁰ goal.

Upon this theme General Pilar's eloquence was loosed. He drew the picture of the beneficent Oli-

varra⁴⁸⁰⁰ with a loving hand. He reminded the people of the peace, the security, and the happiness they⁴⁸²⁰ had enjoyed during that period. He recalled in vivid detail and with significant contrast the last winter¹⁸⁴⁰ sojourn of President Olivarra in Coralio, when his appearance at their fiestas was the⁴⁸⁰⁰ signal for thundering *vivas* of love and approbation.

The first public expression of sentiment from the⁴⁸²⁰ people that day followed. A low, sustained murmur went among them like the surf rolling along the shore.

"Ten dollars⁴⁸⁰⁰ to a dinner at the Saint Charles," remarked Mr. Vincenti, "that *rouge* wins."

"I never bet against my own interests,"⁴⁸²⁰ said Captain Cronin, lighting a cigar. "Long-winded old boy, for his age. What's he talking about?"

"My Spanish,"⁴⁸⁶⁰ replied Vincenti, "runs about ten words to the minute; his is something around two hundred. Whatever he's saying,⁴⁸⁰⁰ he's getting them warmed up."

"Friends and brothers," General Pilar was saying, "could I reach out my hand this day across⁴⁸⁰⁰ the lamentable silence of the grave to Olivarra 'the Good,' to the ruler who was one of you, whose⁵⁰⁰⁰ tears fell when you sorrowed, and whose smile followed your joy—I would bring him back to you, but—Olivarra is dead—dead⁵⁰²⁰ at the hands of a craven assassin!"

The speaker turned and gazed boldly into the carriage of the President.⁵⁰⁴⁰ His arm remained extended aloft as if to sustain his peroration. The President was listening, aghast⁵⁰⁰⁰ at this remarkable address of welcome. He was sunk back upon his seat, trembling with rage and dumb surprise,⁵⁰⁸⁰ his dark hands tightly gripping the carriage cushions.

Half rising, he extended one arm toward the speaker, and shouted⁵¹⁰⁰ a harsh command at Captain Cruz. The leader of the "Flying Hundred" sat on his horse, with folded arms, giving no sign⁵¹²⁰ of having heard. Losada sank back again, his dark features distinctly paling.

"Who says that Olivarra is⁵¹⁴⁰ dead?" suddenly cried the speaker, his voice, old as he was, sounding like a battle trumpet. "His body lies in the⁵¹⁶⁰ grave, but to the people he loved he has bequeathed his spirit—yes, more—his learning, his courage, his kindness—yes, more⁵¹⁸⁰—his youth, his image—people of Anchuria, have you forgotten Ramon, the son of Olivarra?"

Cronin⁵²⁰⁰ and Vincenti, watching closely, saw Dicky Maloney suddenly raise his hat, tear off his shock of red hair, leap⁵²²⁰ up the steps and stand at the side of General Pilar. The Minister of War laid his arm across the young man's⁵²⁴⁰ shoulders. All who had known President Olivarra saw again his same lion-like pose, the same frank, undaunted⁵²⁶⁰ expression, the same high forehead with the peculiar line of the clustering, crisp black hair.

General Pilar was⁵²⁸⁰ an experienced orator. He seized the moment of breathless silence that preceded the storm.

"Citizens of⁵³⁰⁰ Anchuria," he trumpeted, holding aloft the keys to Casa Morena, "I am here to deliver these⁵³²⁰ keys—the keys to your homes and liberty—

to your chosen president. Shall I deliver them to Enrico Olivarra's⁵⁸⁶⁰ assassin, or to his son?"

"Olivarra! Olivarra!" the crowd shrieked and howled. All vociferated⁵⁸⁶⁰ the magic name—men, women, children, and the parrots.

And the enthusiasm was not confined to the blood of the⁵⁸⁶⁰ plebs. Colonel Rocas ascended the steps and laid his sword theatrically at young Ramon Olivarra's feet.⁵⁴⁰⁰ Four members of the cabinet embraced him. Captain Cruz gave a command, and twenty cavalymen dismounted⁵⁴²⁰ and arranged themselves in a cordon about the steps of Casa Morena.

But Ramon Olivarra seized that⁵⁴⁴⁰ moment to prove himself a born genius and politician. He waved those soldiers aside, and descended the steps⁵⁴⁶⁰ to the street. There, without losing his dignity or the distinguished elegance that the loss of his red hair brought⁵⁴⁸⁰ him, he took the proletariat to his bosom—the barefooted, the dirty, Indians, Caribs, babies, beggars,⁵⁵⁰⁰ old, young, saints, soldiers, and sinners—he missed none of them.

While this act of the drama was being presented, the⁵⁵²⁰ scene shifters had been busy at the duties that had been assigned to them. Two of Cruz's dragoons had seized the bridle⁵⁵⁴⁰ reins of Losada's horses; others formed a close guard around the carriage; and they galloped off with the tyrant⁵⁵⁶⁰ and his two unpopular ministers. No doubt a place had been prepared for them. There are a number of well-bagged⁵⁵⁸⁰ stone apartments in Coralio.

"Rouge wins," said Mr. Vincenti, calmly lighting another cigar.

Captain⁵⁵⁰⁰ Cronin had been intently watching the vicinity of the stone steps for some time.

"Good boy!" he exclaimed suddenly,⁵⁵²⁰ as if relieved. "I wondered if he was going to forget his Kathleen."

Young Olivarra had reascended⁵⁵⁴⁰ the steps and spoken a few words to General Pilar. Then that distinguished veteran descended to the ground⁵⁵⁶⁰ and approached Pasa, who still stood, wonder-eyed, where Dicky had left her. With his plumed hat in his hand, and his medals⁵⁵⁸⁰ and decorations shining on his breast, the general spoke to her and gave her his arm, and they went up the stone⁵⁷⁰⁰ steps of the Casa Morena together. And then Ramon Olivarra stepped forward and took both her hands before⁵⁷²⁰ all the people.

And while the cheering was breaking out afresh everywhere, Captain Cronin and Mr.⁵⁷⁴⁰ Vincenti turned and walked back toward the shore where the gig was waiting for them.

"There'll be another '*presidente proclamada*'⁵⁷⁶⁰ in the morning," said Mr. Vincenti, musingly. "As a rule they are not as reliable as the⁵⁷⁸⁰ elected ones, but this youngster seems to have some good stuff in him. He planned and manoeuvred the entire campaign.⁵⁸⁰⁰ Olivarra's widow, you know, was wealthy. After her husband was assassinated she went to the States, and⁵⁸²⁰ educated her son at Yale. The Vesu-

A SELECT SCHOOL



• A Business School with University Atmosphere requiring high school graduation and character references from every student. Owned by educators of national prominence. Students can choose between the cultural and social advantages of Washington or New York City. Secretarial training of college grade. Extraordinary employment service.

THE WASHINGTON SCHOOL

249 Park Avenue
New York City
282 Nat'l Press Bldg.
Washington, D.C.

FOR

SECRETARIES

vius Company hunted him up, and backed him in the little game."

"It's⁵⁵⁴⁰ a glorious thing," said Cronin, half jestingly, "to be able to discharge a government, and insert one of⁵⁵⁶⁰ your own choosing, in these days."

"Oh, it is only a matter of business," said Vincenti, stopping and offering⁵⁵⁸⁰ the stump of his cigar to a monkey that swung down from a lime tree; "and that is what moves the world of today. That⁵⁶⁰⁰ extra real on the price of bananas had to go. We took the shortest way of removing it." (5918)

Trace Thanksgiving Custom to the Mayas

Tulane University Research Reveals Tribes Traveled Miles to Witness Games, Dine on Turkey

When football fans of New York turn out for the Thanksgiving games they will perhaps realize that they are conforming⁵⁰ with an old American custom, but do they know how old that custom is?

Thanksgiving football games were instigated⁴⁰ in America about 2000 B.C. The custom began among the ancient Mayas, who, although⁶⁰ they did not eat mince pie or sit in concrete stadiums, did dine on turkey and did set aside a day on⁸⁰ which they offered up the first fruits of the harvest season, feasted and played, or watched a ball game in a stone-walled¹⁰⁰ enclosure.

These ancient people even added to the excitement of the game by providing band music for the¹²⁰ spectators. Gourd-headed trumpets and wooden drums took the place of our modern instruments, but, in their weird way, they¹⁴⁰ were no less harmonious and thrilling than the Army and Navy bands.

When the thousands of pilgrims who came¹⁶⁰ every year arrived at Chichen-Itza, holy city of the Mayas, they offered sacrifices to the earth¹⁸⁰ gods in an impressive ceremony led by the ruler.

The name of the principal god of the harvest is²⁰⁰ lost. However, there are many representations of

him on ancient monuments, one hand extended in a²⁸⁰ gesture of giving. He is always depicted as being young and handsome, symbol of life and growth. From his head²⁸⁰ grows maize instead of hair, reminding one of the young Greek god, Dionysius, with the grapevine in his hair.

The²⁸⁰ Thanksgiving ceremonies still take place in some parts of Mexico today, although most of the old customs are²⁸⁰ dominated by the Catholic influence. (289)—*New York "Herald Tribune,"* November 24, 1936.

Twenty-five Hundred Years of Soap Making

From the Gregg Vocational Dictation Series manuscript on the Soap Industry

By SARAH LEVINE

Hughes High School, Cincinnati, Ohio

The old proverb "Cleanliness is next to godliness" has long since become familiar to all, yet the world has required²⁰ several centuries to learn the truth of it. Without that humble, everyday article called soap, such⁴⁰ an objective as cleanliness would be unattainable, however. Indeed soap is so widely used today⁶⁰ that it is rather startling to recall that its manufacture on a large scale dates back only a few generations.⁸⁰ With ever-growing emphasis upon the laws of health and sanitation, soap has become of supreme¹⁰⁰ importance to the general public. While the abundance and cheapness of this article today causes it¹²⁰ to be regarded indifferently perhaps, there have been times when its scarcity revealed its true worth. In Europe¹⁴⁰ during the World War, sources of raw material for making it, being either cut off or depleted,¹⁶⁰ soap became scarce and hence duly appreciated. In some of the belligerent countries fabulous prices¹⁸⁰ were paid for a single cake, while in others its cost was entirely prohibitive.

As necessary as soap²⁰⁰ is to us, it was unknown until the beginning of the Christian era. Before its discovery, people²²⁰ anointed their bodies with olive oil, and used juices and ashes of different plants and fuller's earth for cleansing²⁴⁰ purposes. Probably Pharaoh's laundering was done by one of the Children of Israel who gathered wood²⁶⁰ ashes from the Palace hearth, soaking them in a pail to obtain the proper cleansing lye. Maybe, too, Pharaoh had²⁸⁰ to go to bed while his clothes were receiving such questionable treatment. Homer, living at a much later³⁰⁰ period in history, had his clothes washed in a clear

running brook. At least, we gather this was the custom from the³²⁰ picture in his immortal epic, the *Odyssey*, of the daughter of Alcinous thus laundering her wardrobe.³⁴⁰ Pliny, living still later about 50 B.C., records the use by the Gauls of a combination of³⁶⁰ goat suet and beechwood ashes used as a cosmetic. Thus was Julius Caesar able to wash his face with something³⁸⁰ at least resembling soap; that is, a mixture of oil or fat with soda or potash.

Since then soap has had a⁴⁰⁰ rather uneven career, though at times highly esteemed; at others, supremely ignored. In truth, there was a time⁴²⁰ when an ounce of soap was worth its weight in gold. Like other commodities, the appreciation of soap by⁴⁴⁰ society in general seems to have varied with its selling price. When its cost was beyond reach, fair ladies esteemed⁴⁶⁰ it at its true worth, that is as the most priceless of all beauty aids, while today the very modest selling⁴⁸⁰ price seems to hide its real virtue.

As to the origin of soap little is known. Two countries claim the distinction⁵⁰⁰ of its discovery. One writer credits not only its invention to the Phoenicians, but also the⁵²⁰ commercializing of it to them about 600 B.C. As the ships of these adventurous pioneers of⁵⁴⁰ commerce sought undeveloped trade marts on the shores of the Mediterranean, the Atlantic, and the North Seas,⁵⁶⁰ soap doubtless became an object of barter with less civilized peoples, particularly with the Gauls. Pliny,⁵⁸⁰ as before mentioned, a Roman writer of the first century A.D., was the first of the ancients to refer⁶⁰⁰ to soap; he speaks of both hard and soft, and declares that it was originally a Gallic find "for giving a⁶²⁰ bright hue to the hair." In natural history, he also writes that soap was originally introduced into⁶⁴⁰ Rome by the Germans, having been used by the Gauls, who produced a mixture from goat tallow and wood ashes to⁶⁶⁰ serve the purpose of soap. It is not known, however, whether the Gauls learned to make soap independently, or from⁶⁸⁰ the Phoenicians, but by 400 B.C. they were manufacturing and selling it. Thus the Romans spread the⁷⁰⁰ knowledge of soap making throughout Europe; they carried it to the Iberian peninsula into the district⁷²⁰ which later became Castile.

There is, of course, a close connection between the manufacture of soap and the⁷⁴⁰ famous Roman baths. In the excavated ruins of Pompeii, Italy, buried beneath volcanic lava⁷⁶⁰ for twenty centuries, a well-equipped soap-making establishment was found containing well-preserved cakes of the⁷⁸⁰ finished product, closely resembling the soap of today. In fact, Galen's description of the remains of a soap⁸⁰⁰ factory tallies with the findings of the archaeologists. Since then, soap has been made, first in small amounts by⁸²⁰ primitive methods in the Mediterranean countries; today, in large amounts, by practically all⁸⁴⁰ civilized countries. With tallow was used olive oil, a common commodity of universal use since before⁸⁶⁰ Biblical times. Then, soap was as much used for salves and cosmetics as for detergents.

In the third century, public⁸⁸⁰ baths in the Roman Empire had reached a high stage. Probably the best known were the baths of Agrippa, built⁹⁰⁰ 21 B.C.; those of Nero, 65 A.D.; of Caracall, 217 A.D.; and

FOR SALE: In New York City, a two-teacher business school established 25 years; space to enlarge; no debts; sold on easy terms. School being sold due to ill health of owner. Apply Box 937, BUSINESS EDUCATION WORLD.

the famous⁹⁰⁰ bath of Diocletian, 303 A.D. Archaeologists have restored the latter two to virtually⁹⁴⁰ their original form. The Romans evidently gave careful attention to personal hygiene and⁹⁰⁰ even made their clothes with a view to easy laundering. Thus was the bath woven into the very social and⁹⁰⁰ political fabric of the Roman Empire.

In fact, from the most remote times for which there is an historical¹⁰⁰⁰ record, the art of softening paper and of using some material with it for washing seems to have¹⁰²⁰ been known. Aristophanes (434 B.C.) and Plato (348 B.C.) describe¹⁰⁴⁰ the process of making an alkaline lye, but do not mention soap. The word "sope" appears in the Scriptures (Jeremiah¹⁰⁶⁰ ii, 22, and Malachi iii, 2), but its usage here indicates lye from wood ashes, that is, plants¹⁰⁸⁰ noted for the detergent properties of the potash they contain.

Historical records show further that soap¹¹⁰⁰ was known in Germany and Greece in the eighth century, and in France in the twelfth, when olive oil was the chief¹¹²⁰ ingredient. Again, soap was made in England in the late 14th century. The first soap manufacture was¹¹⁴⁰ recorded in London in 1524. In 1622 James I granted a monopoly¹¹⁶⁰ to a company to make 3,000 tons of soap in England, a very small amount compared with the¹¹⁸⁰ present output.

With the decline of Rome and the removal of the seat of government to Constantinople,¹²⁰⁰ known then as the Eastern Empire, Roman institutions, including the bath, fell rapidly into decadence.¹²²⁰ The knowledge of the Roman bath was conveyed to the Arabs who took the custom into northern Africa and¹²⁴⁰ Spain. After the fall of Rome, the manufacture of soap seems to have been lost to civilization until it¹²⁶⁰ was rediscovered in Savona, Italy. Soap itself owes its name to this city. In fact, such words as *soap*,¹²⁸⁰ *savon*, *jabon*, and *seife* are different adaptations of the word Savona. In the 15th century,¹³⁰⁰ however, the center of the soap industry was removed from Savona in northern Italy to Marseilles¹³²⁰ in France. Early French manufacturers of soap, far excelling their Italian contemporaries, put soap upon¹³⁴⁰ its first real footing as a commercial product. To the French must be attributed the development of¹³⁶⁰ toilet soaps, since they were the first to use perfume in its manufacture. Spain quickly followed France in making soap;¹³⁸⁰ it is to her that we owe the development of vegetable oil soaps. The well-known Castile brand of the present¹⁴⁰⁰ day was first made of olive oil in the province of Castile, Spain. During the 15th century, Spain grew¹⁴²⁰ rapidly as a world power; as a result, manufactured articles of Spanish origin were eagerly¹⁴⁴⁰ sought by other countries.

Coming now to America, we find that there were many small producers of soap in¹⁴⁶⁰ the large towns of the American colonies by 1795, but development, being¹⁴⁸⁰ rather slow, did not gather momentum until soap makers adopted a process for commercial manufacturing¹⁵⁰⁰ of caustic soda discovered years before their adaptation by Nicholas Le Blanc. In 1806¹⁵²⁰ a large soap factory was begun in New York whose name is still identified with the American¹⁵⁴⁰ industry. In this connection, it is interesting

to note that the first bath using running water was built¹⁵⁶⁰ less than 100 years ago. The first bathtub, made of mahogany lined with lead, was installed in Cincinnati¹⁵⁸⁰ in 1842 by Adam Thompson. In 1843, the Philadelphia¹⁶⁰⁰ Common Council considered an ordinance prohibiting bathing between November 1 and March 15.

Summing¹⁶²⁰ up the relation of soap to civilization we find that these relationships were directly influenced¹⁶⁴⁰ by the standards of living throughout the last twenty-five centuries. The importance of the soap industry¹⁶⁶⁰ has developed along with the enlightenment concerning health and hygiene and the necessity for public¹⁶⁸⁰ sanitation. In short, it has become one of the few prime necessities of life.

The United States uses¹⁷⁰⁰ more soap than any other nation. In this country, cleanliness experts have estimated the average per¹⁷²⁰ capita soap consumption at 25 pounds annually.

Soap today is used for many different¹⁷⁴⁰ purposes in addition to its primary function as a cleansing agent for the hands, bathing, washing clothes and¹⁷⁶⁰ dishes, and general household cleaning. Most people are unaware that it is soap which is responsible for¹⁷⁸⁰ the final gloss on a new deck of playing cards or that soap is one of the ingredients of the twine with which¹⁸⁰⁰ bundles are wrapped, or that it may even be in the kitchen linoleum. Many chemical manufacturers¹⁸²⁰ use soap as a base for toothpastes and shampoos, and for metal polishes of all kinds.

The textile industry¹⁸⁴⁰ is one of the largest users of soap. Tons of it are used annually by the silk industry, principally¹⁸⁶⁰ in the degumming operation, which removes the gum from the silk fiber. Woolen mills also use large¹⁸⁸⁰ quantities of soap for scouring the raw wool and in the finishing process. In cotton and rayon finishing, soap¹⁹⁰⁰ likewise plays an important rôle.

From the far ends of the earth come the soap manufacturer's supplies. One of the¹⁹²⁰ most interesting and important constituents is coconut oil used in the making of most white soaps. Derived¹⁹⁴⁰ from dried meats of coconuts, copra (commercial name) is supplied mostly by Java, the Philippines, Ceylon,¹⁹⁶⁰ India, and the islands of the South Seas.

Also, commercial palm oil used in the manufacture of soap¹⁹⁸⁰ extracted from the fleshy covering of the nuts or fruits of a species of palm tree (*Elaeis Guineensis*)²⁰⁰⁰ is grown in immense forests upon the west coast of Africa, formerly known as German Kamerun, now a²⁰²⁰ French mandatory possession. The palm tree, however, has never been cultivated: it will produce from 4²⁰⁴⁰ to 7 fruit clusters each year from which may be extracted from 1 to 3 gallons of palm oil. In recent years,²⁰⁶⁰ palm oil has been more widely used as a raw material for soap making through development of the export²⁰⁸⁰ trade by British interests. Its price nearly parallels that of tallow, and as a general rule is usually²¹⁰⁰ somewhat cheaper. It has the advantage of improving the odor of soap.

Other countries, too, add their²¹²⁰ quota of products to the soap industry. From the Mediterranean countries, Spain, Algeria, and Greece,²¹⁴⁰ comes green

olive-oil which is extracted with solvents from the pulp of olives after the edible oil has been²¹⁰⁰ pressed out. The Far East contributes peanut oil from China, sesame oil from India, Japan, and China, and²¹⁰⁰ vegetable tallow from China's strange tallow trees. Russia sends oil pressed from sunflower seeds. Soya bean oil is²²⁰⁰ shipped from Manchuria, potash from Germany and Alsace-Lorraine, and essential oils come from every other²²⁰⁰ continent. From the two poles of the earth comes whale oil; from the Pacific, herring oil. The islands of Lipari²²⁴⁰ off the "toe of Italy" produce a remarkably fine grade of pumice. Other soaps require ingredients²²⁶⁰ having medicinal properties. Pine tar is recognized in *materia medica* for antiseptic²²⁸⁰ and healing properties. "Tar-water" (even in days of crude form) was an accepted remedy for wounds and skin²³⁰⁰ diseases. Frequent bathings with weak solutions was also looked upon by many physicians as extremely²³²⁰ valuable in debilitated conditions. Pine forests have remarkable salubrity and restorative²³⁴⁰ power for invalids. To produce a pure product devoid of every objectionable feature²³⁶⁰ has been the aim of chemical manufacturers for many years. Thus have been removed the strong odor of tar²³⁸⁰ and certain irritating acids while therapeutically potent constituents have been carefully preserved.²⁴⁰⁰ Indeed the whole effect has been salutary.

Soap manufacturing today has become a great world²⁴²⁰ industry. About 3,000,000,000 pounds are produced yearly in the United States where the greatest progress in manufacture²⁴⁴⁰ has been achieved. The chief producing centers are New York, Illinois, New Jersey, Ohio, and²⁴⁶⁰ Pennsylvania. (2,462)

The Secret of It

The successful salesman must believe in his goods. You are the goods you have to sell. Believe in these goods and you will³⁰ be in a position to make others believe in them. (30) *The Hibernia Rabbit*.

Three Factory Samples

Letters Representative of the Soap Industry

Coast Barber Supply Corporation
16 Fourth Street
Los Angeles, California

Gentlemen:

We hasten⁸⁰ to send you a sample of our P-Brand Shampoo Paste. This product is miles ahead of the ordinary shampoo⁴⁰ pastes, because it is highly concentrated and is made from a blend of bland oils including castor oil, olive⁹⁰ oil, and glycerine, along with a percentage of cocoanut oil so that it will lather freely.

Just as soon⁸⁰ as we hear from you as to the quantity desired, we will ship without delay.

Yours truly, (96)

Gentlemen:

We wish to inform you that our liquid soaps are not made from fatty acids that have been through any²⁰ splitting process, for this removes the glycerine which acts as a buffer, reducing the harshness of the hydrolyzed⁴⁰ alkali when using the soap; this is true especially in soaps made from palm kernel oil, and cocoanut⁸⁰ oil, which are very harsh to the skin.

These soaps are made in large crutchers equipped with both live and dry steam coils, and, after⁸⁰ the oils are completely saponified, a sample is tested for the free alkalinity or¹⁰⁰ unsaponifiable oil, after which it is adjusted to neutrality with a suitable fatty acid.¹²⁰ The liquid soap is then impregnated with perfume, cooled to 40°, and any separated soap or¹⁴⁰ unsaponifiable matter, such as phytosterol, is filtered off, leaving a sparkling clear liquid soap.¹⁶⁰

Very truly yours, (164)

Dear Healy:

It is unusual for us to get a complaint of under-weight packages, as all our package²⁰ products are weighed on automatic machines. The machine must have stuck at the point to which your customer's packages⁴⁰ were filled and the inspector watching the weighing evidently did not discover it until some boxes⁸⁰ had gotten by.

We are sending out a new lot tonight that will take care of the shortage. Glad you reported the⁸⁰ matter.

Cordially, (84)

By Wits and Wags

Literary Taste

"Dear Doctor: My pet billy goat is seriously ill from eating a complete leather-bound set of Shakespeare. What⁸⁰ do you prescribe?"

Answer: "Am sending the Digest by return mail." (31)

Quality Product

Wanted: A boy for bakery. Must come well-bred, be an early riser, born in the (y) east, a good mixer. He will⁸⁰ get his dough every Saturday night. (27)

Poco Poco

Neighbor: Where's your brother, Tommy?

Tommy: He's in the house playing a duet. I finished first. (16)

Native Logic

Scotch Joke No. 7,991,743: And there was the Scotchman⁸⁰ who bought only one spur. He figured that if one side of the horse went the other was sure to follow. (39)

Imperative

Customer: I want to buy three potted geraniums.

Florist: We have no geraniums, but I can give you²⁰ chrysanthemums.

Customer: Chrysanthemums won't do. These are to replace some geraniums I promised my wife⁴⁰ to water while she was away. (46)

Bountiful Provider

Postal Clerk: You have put 2 cents too much on this letter.

Old Lady: My land! I only hope it won't go too far. (20)

Voice of Experience

Small Boy: Father, what is a committee?

Father: A committee is a body that keeps minutes and wastes hours. (19)

Eyes on Copy!

CORTEZ PETERS, negro speed typist, was penalized severely during his competition in the International Typewriting Contest recently held in Canada, when his eye skipped from the phrase "men and women" in the copy to another "men and women" thirty-five words further on, after he had inserted a new sheet of paper in the machine.

The penalty of 350 words may have lost him the world's typewriting championship, for he made only twenty-five errors. George Hossfield, the champion, made thirty-one errors. Mr. Peters won second place.

Statement of the Ownership, Management, Circulation, Etc. Required by the Acts of Congress of August 24, 1912, and March 3, 1933

OF THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at New York, N. Y., for October 1, 1937.

State of New York }
County of New York } ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York, N. Y.; Managing Editor, Clyde I. Blanchard, 270 Madison Avenue, New York, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; John Robert Gregg, President, 270 Madison Avenue, New York, N. Y.;

Rupert P. SoRelle, Vice President, 270 Madison Avenue, New York, N. Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago, Illinois.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is _____ (This information is required from daily publications only.)

Guy S. Fry
Business Manager

Sworn to and subscribed before me this 1st day of October, 1937.

(Seal) Harriet P. Banker.

(My commission expires March 30, 1938.)

THE

BUSINESS EDUCATION

WORLD



SANTA CLAUS — *Big Business*

Margaret Louise Wallace

DECEMBER, 1937

Duplicating in Schools

Teach the **MODERN METHOD**

• A new duplicating method using a new duplicating medium . . . different from all others . . . makes it easy to produce a surprisingly wide variety of high quality duplicating at low cost.

DupliMAT, the sensational new duplicating medium, is made of specially treated paper. Type, write, draw, trace or rule on it with typewriter, pen or brush . . . the DupliMAT faithfully reproduces originals placed on it.

The new MULTIGRAPH DUPLICATOR uses papers of standard grades on both sides. Slip-sheeting is unnecessary because ink is laid on the sheet . . . not soaked in.

Ideal for letters, bulletins, ruled forms, lessons, charts, maps, mailing cards, price lists.

Write for sample portfolio and descriptive booklet . . . free.



The New **LOW-PRICED, ELECTRIC**
**MULTIGRAPH
DUPLICATOR**
SIMPLE • AUTOMATIC • SPEEDY

ADDRESSOGRAPH-MULTIGRAPH CORPORATION

EUCLID P. O. • CLEVELAND, OHIO • Sales Agencies in All Principal Cities

\$325
Convenient Payments
DupliMATs 12c each
in boxes of 50
Lower in quantities
All prices
f.o.b. Cleveland, O.



RINGING IN HEALTH...
and protection against tuberculosis
THE 1937 CHRISTMAS SEALS

BUY and



USE them

The National, State, and Local Tuberculosis Associations in the United States

An appeal we are glad to mention in the Business Education World.

The BUSINESS EDUCATION WORLD



270 MADISON AVENUE, NEW YORK

VOL. XVIII DECEMBER, 1937 NO. 4

JOHN ROBERT GREGG
Editor

CLYDE I. BLANCHARD
Managing Editor

GUY S. FRY
Business Manager

LOUIS A. LESLIE
Associate Editor

DOROTHY M. JOHNSON
Assistant Editor

PHILIP S. PEPE
Assistant Editor

THE BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Company, John Robert Gregg, President; Rupert P. So-Relle, Vice President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager, 270 Madison Avenue, New York, New York; Boston Office, Statler Building, Boston, Massachusetts; Chicago Office, 2500 Prairie Avenue, Chicago, Illinois; San Francisco Office, Phelan Building, San Francisco, California; Canadian Office, 1200 Bay Street, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Australian Office, The Gregg Publishing Company (Aust.), Remington House, Liverpool Street, Sydney, New South Wales; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U. S. A. Member ABC.

Subscription rates: One dollar a year; ten cents a copy—subject to current postage and customs charges when mailed to countries to which the United States domestic postage rate does not apply.

Copyright, 1937, by the Gregg Publishing Company.

Entered as second-class matter December 26, 1935, at the Post Office of New York, New York, under the Act of March 3, 1879.

A Greater Appreciation of Maps, <i>V. C. Finch</i>	255
Santa Claus—Big Business, <i>Margaret Louise Wallace</i>	261
True-False Test on Sales, <i>H. A. Andruss</i>	263
Functional Method of Teaching Gregg Shorthand—Its Psychological Background, <i>Louis A. Leslie</i>	264
Series Commentator, <i>Laurance F. Shaffer</i>	
The General or Consumer Business Education Course, <i>Benjamin R. Haynes</i>	270
Series Editor, <i>Harl R. Douglass</i>	
The Counting House, <i>P. W. Cutshall, Hazel Creal, Olivier Lefebvre</i>	273
Department Editor, <i>James A. McFadden</i>	
Testing and Scoring in Typewriting II, <i>Mary Lapin</i>	279
Commentator, <i>William R. Foster</i>	
Sic Utere Tuo Ut Alienum Non Laedas, <i>Cuddie E. Davidson</i> ..	283
Strengthening the Business Curriculum, <i>A. O. Colvin</i>	285
A Small High School Guides Its Students, <i>Joseph Burton Vasché</i>	287
Gregg Speed Building X-Ray Chart No. 1, <i>Clyde Blanchard</i>	290
"Picking the Losers" in Transcription, <i>BEW Transcription Department</i>	291
Taking the Hurdle	294
BEW Business Letter Project, <i>Dorothy M. Johnson</i>	298
BEW Bookkeeping Project, <i>Milton Briggs</i>	300
BEW Junior Business Practice Project, <i>Milton Briggs</i>	302
Speech for the Classroom Teacher, <i>Dorothy I. Mulgrave</i>	304
Teaching Office Practice by the Integrated Laboratory Plan, <i>J. M. Hanna</i>	308
The Classics in a School of Commerce, <i>Albert Henry, Jr.</i>	311
On the Lookout, <i>Archibald Alan Bowle</i>	314
Gregg Writer Transcription Project, <i>Florence Elaine Ulrich</i>	315
Dexterity Drills in Typewriting, <i>Frank S. Albright</i>	317
The Lamp of Experience, <i>Harriet P. Banker</i>	318
Artistic Typewriting, <i>Margaret M. McGinn</i>	320
Motion Pictures for Business Education, <i>Lawrence Van Horn</i> ...	322
A List of National Clubs, <i>Robert H. Scott</i>	323
Your Professional Reading, <i>Jessie Graham</i>	325
Day-by-Day Use of the Gregg Writer	327
I Take My Pen in Hand	328
Shorthand Dictation Material, <i>The Gregg Writer</i>	331
The contents of this journal are indexed monthly in the Education Index.	